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ABSTRACT

This guide, containing twenty competencies, was designed to aid the school-based teacher educator in twenty selected areas to improve his ability to help teachers. Criteria for materials included in the twenty competencies stressed change potential, concreteness of objectives, accessibility, and quality. Each of the twenty divisions of the catalogue contains an initial competency statement, a short introduction as to competency use, and situations in which the need for its use might arise, and a breakdown of the major competency into subcompetencies and resources. Topics covered are: (1) interpersonal skills and communication; (2) data collection and use; (3) cross cultural/socioeconomic understanding; (4) conversion of educational theory into practice; (5) development of teaching style; (6) improvement of course content and theory comprehension; (7) diagnostic improvement; (8) class environment development; (9) instructional goals development; (10) materials development and adaptation; (11) teaching strategy selection; (12) personalized learning plan development; (13) leadership skill development; (14) classroom management; (15) instructional effectiveness evaluation; (16) professional planning; (17) conference planning; (18) teacher self-awareness; (19) planning, organizational, and management skill development; and (20) research study facilitation. (MB)

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Resources for
SCHOOL BASED TEACHER EDUCATORS

A PROJECT SUPPORTED BY THE FUND FOR THE IMPROVEMENT OF POST-SECONDARY EDUCATION, H.E.W.

SP011 137

SCHOOL BASED TEACHER EDUCATORS

Resources for

SCHOOL BASED TEACHER EDUCATORS

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MAY, 1977

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Introduction

Since most of you who use this catalog will be either new to the position of School Based Teacher Educator, or at least newly identified as an SBTE, the items presented to you must be strong, useful support for your work.

The resources in this catalog were chosen by educators who had either used or previewed the materials they recommended. Further, each resource item had to meet several demanding criteria. First, each one had to promise a change in teacher behavior. Second, each item had to contain concrete objectives and to be directed toward specific areas of impact. Third, each item had to be accessible and believed to possess that elusive trait, "quality." We feel that the selected items do meet these criteria. However, this is an open-ended catalog, amendable both to new materials which you will discover as you move through your SBTE experience and to those "favorite" materials of yours which we somehow missed.

Since much of your work will be done under the pressure of time, the catalog was designed to help you quickly locate resources for a particular competency. Each of the twenty divisions of the catalog contains, after the initial competency statement, a short introduction to give you some idea as to where and when you might encounter certain situations in which you can use the selected resources. Then, for ease of use, the competency is divided into sub-competencies and linked with the resource item number which best supports the sub-competency need.

We hope this catalog will be of such utility that you will depend on it to help you open doors and to meet teacher needs. Excellent, ready resources should make your job as a School Based Teacher Educator a more pleasant and successful one.

COMPETENCY ONE

Assist teachers to develop interpersonal skills and effective communication with students, colleagues, and school constituencies.

The SBTE, whether working in a rural or metropolitan school setting, deals with an intricate pattern of interpersonal relationship and communication. He or she must not only serve as a useful mdoel in these areas, but must also be able to suggest materials which assist the participating teacher. Competency One resources should help the SBTE provide better models of communication and of effective interpersonal relationships.

Once you have identified a particular need, the following guide can be used to locate the pertinent resources which the catalog offers. The left hand column contains the "need," the right hand column contains the entry numbers which should help fill the need.

HANDLE WIDELY DIFFERING STUDENT POPULATION 1.1, 1.8, 1.10, 1.12, 1.13, 1.14, 1.18, 1.19, 1.21, 1.23

SUPPORT IMPROVED INTERPERSONAL SKILLS 1.1, 1.2, 1.4, 1.8, 1.11, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.22, 1.24, 1.25

THEORY BEHIND INTERPERSONAL RELATIONS 1.1, 1.2, 1.4, 1.8, 1.9, 1.10, 1.12 1.20, 1.21, 1.25

RATING COMMUNICATION SKILLS 1.2, 1.3, 1.9, 1.15

GROUP PROCESS THEORY 1.3, 1.5, 1.6, 1.7, 1.10, 1.11, 1.13, 1.15, 1.16, 1.20

GROUP SKILLS 1.2, 1.2, 1.5, 1.6, 1.7, 1.9, 1.10, 1.11, 1.13, 1.16, 1.17, 1.20

PERSON-TO-PERSON WITH MINIMUM OF CONFLICT 1.1, 1.3, 1.6, 1.8, 1.12, 1.14, 1.16, 1.17, 1.19, 1.21, 1.23

1.1

A MINICOURSE ON INTERACTION ANALYSIS

Author: Ned A. Flanders, et al
Date: Circa 1974

Source: Paul S. Amidon & Assoc.
1966 Benson Ave.
St. Paul, Minn. 55116

Cost: Teacher handbook, $4.00
Teacher workbook, $3.00
Coordinator manual, $2.00
Orientation cassette, $5.00
Classroom episode cassette, $6.00
Timeline pad, $0.85

OBJECTIVES: 1) Develop skill in using Flanders' categories of interaction analysis for coding classroom interaction at a regular rate and a practical level of accuracy, 2) increase teacher's use of because-extensions when praising or encouraging, giving directions, and criticizing or justifying authority, 3) increase teacher's use of statements that combine accepting feelings, praising or encouraging, and accepting or using student ideas, with criticism of behavior, 4) increase the frequency with which teachers accept and use ideas of students, beyond mere acknowledgment of their ideas, 5) increase frequency with which teachers accept student feelings, 6) develop skill in interpreting timelines of one's classroom interaction for analysis of the effect of one's own teaching on students, 7) increase teacher's use of broad rather than narrow questions when intending to elicit student initiation, 8) increase teacher's skill in using both teacher initiation and teacher response patterns.

DESCRIPTION: The training objectives of this kit are organized into a series of lessons. In the first lesson the teacher studies a handbook chapter and completes a set of workbook and audiotape exercises to obtain practice in using interaction categories. In the other lessons the teacher studies the handbook and does microteaching in order to practice and receive feedback on a specific teaching skill.

EVALUATION: According to the Far West Laboratory field test, Interaction Analysis produced significant changes in the behavior of teachers and students, primarily in use of responsive skills.

1.2

COMMUNICATION EDUCATION

Author: Barbara Lieb-Brilhart	Date: 1973
Source: Nebraska Educational Television Council for Higher Education (NETCHE) Box 83111 Lincoln, Ne. 68501	Cost: $200.00 Rental: $35.00

OBJECTIVE: Understand reasons for breakdown in one-to-one or small-group communication.

DESCRIPTION: In this 30-minute, color videotape, Dr. Lieb-Brilhart, Associate Professor of Speech Education at the University of Nebraska, explores the various styles of communication and the specific reasons for common communication breakdowns.

1.3

DISCUSSING CONTROVERSIAL ISSUES

Author: Meredith D. Gall, et al

Source: National Instructional
Television
Box A
Bloomington, Ind. 47401

Date: 1975

Cost: Teacher handbook, $4.00
Student handbook, $1.25
Coordinator handbook, $1.50
Four 16mm films, $650.00
Video-cassette format, $450.00

OBJECTIVES: 1) Develop ability to listen to others and keep the discussion focused, 2) be able to analyze different points of view, 3) gain skill in evaluating the effectiveness of a discussion, and 4) conduct an open discussion in which people feel free to say what they think.

DESCRIPTION: The discussion skills of this training kit are taught in four lessons. In each lesson the teacher reads a handbook chapter, as do his or her students. Next, teacher and students view the appropriate film. Then, they practice the skills in a microteaching format. The training package can be used to train teachers separately, students separately (in this situation, it becomes a curriculum unit), or teachers and their students simultaneously. The program is intended primarily for high school use, and is based on Oliver and Shaver's jurisprudential model for analyzing and discussing issues.

EVALUATION: After mixed reports from the initial Far West Laboratory field test of DCI, the following revisions were made to improve the kit for training purposes: a more direct writing style for student handbooks, self-pacing rather than the four-week schedule, and sample lesson plans to illustrate objectives.

1.4

DON'T SMILE TILL CHRISTMAS

Author: Gertrude Moskowitz   Date: Current

Source: Paul S. Amidon & Assoc.   Cost: $29.00
1966 Benson Ave.
St. Paul, Minn. 55116

OBJECTIVE: Learn the use of the Flanders' system of Interaction Analysis.

DESCRIPTION: This entertaining filmstrip focuses on typical classroom problems while introducing the Interaction Analysis concept. The high-quality filmstrip is also available in a version for foreign language teachers.

1.5

ENCOUNTER: GROUP PROCESSES FOR INTERPERSONAL GROWTH

Author: Gerard Egan
Date: 1970

Source: NTL/Learning Resources Corp.
7594 Eads Ave.
La Jolla, Calif. 92037
Cost: $9.50

OBJECTIVE: Improve interpersonal skills within the framework of the small group.

DESCRIPTION: In this clearly-written text, Egan provides guidelines for formulating learning control using the leader's role in the small group setting. Other aspects covered include structured experiences, nonverbal activities, timing, leadership issues, ground rules, and research considerations.

1.6

EXPERIENCE IN GROUPS AND OTHER PAPERS

Author: W.R. Bion
Date: 1961

Source: NTL/Learning Resources Corp.
7594 Eads Ave.
La Jolla, Calif. 92037
Cost: $9.00

OBJECTIVE: Increase understanding of group process in general and of the "Tavistock" method in particular.

DESCRIPTION: This is the basic text which resulted from Bion's work in 1948 in connection with the Tavistock Clinic. Bion's observations on the problems of authority, responsibility, and the fear of engulfment by the group have proven useful in a variety of large and small group situations.

FACE TO FACE: THE SMALL-GROUP EXPERIENCE AND INTERPERSONAL GROWTH

Author: Gerard Egan	Date: 1973
Source: NTL/Learning Resources Corp. 7594 Eads Ave. La Jolla, Calif. 92037	Cost: $5.50

OBJECTIVE: Increase understanding of group contact and its implementation.

DESCRIPTION: Goals, leadership, self-disclosure, the expression of feeling and emotion, active support, confrontation, and flight behavior are discussed in this 162-page paperback. An Encounter Group Checklist for measuring group climate is included at the end of the book.

1.8

GAMES STUDENTS PLAY (AND WHAT TO DO ABOUT THEM)

Author: Ken Ernst   Date: 1972

Source: Celestial Arts   Cost: $4.50
231 Adrian Road
Millbrae, Calif. 94030

OBJECTIVES: 1) Become familiar with Transactional Analysis and its application to classroom setting, 2) identify "games" teachers and students use in school environs, 3) increase self-awareness, 4) improve interpersonal relations, and 5) increase ability to handle crisis-situations through improved communication.

DESCRIPTION: This 116-page booklet uses TA to describe and work out school problems. Various kinds of disruptive classroom behavior and games are identified, including teacher "games" which result in non-learning situations. The appendix contains the history and development of TA. Teacher games section should help improve an interested teacher's effectiveness and understanding of self. Student games will sound familiar to most experienced teachers but will help arm beginning teachers with knowledge of student behavior usually learned only after years of experience. Many communication traps are exposed as participants learn to spot "games."

EVALUATION: A concisely-written, easily-understood process book which can be used immediately and often.

1.9

GROUP DISCUSSION

Author: Anthony Prete
Date: 1973

Source: ROA Films
1696 N. Astor St.
Milwaukee, Wis. 53202
Cost: $70.00

OBJECTIVES: 1) Increase knowledge of group process theory, 2) utilize effective group discussion skills, 3) sharpen personal group leader skills, and 4) become aware of barriers to effective group discussion.

DESCRIPTION: Included in this kit are four sets of filmstrips using a fantasy format dealing with: broad-introduction to group discussion processes; analyzing isolation as communication barrier in group discussions; creating a climate conducive to group discussion through consideration of four models; the role and characteristics of an effective group leader; the role and characteristics of the participant in group discussions, barriers to good group discussion, and evaluation of group discussion and some of the attitudes that may accompany evaluation. Articles which develop comprehensive key elements on each topic and marginal questions for group consideration; additional explanation and data for the filmstrips, and four 23-page booklets which introduce the material and provide a typescript of the record are also part of this kit.

EVALUATION: This creative way to explore the techniques of group discussion has been developed in a satisfying package and is recommended for SBTE and teacher use as a pleasant way to increase group process skills.

1.10

GROUPS: THEORY AND EXPERIENCE

Author: Rodney W. Napier and Matti K. Gershenfeld
Date: 1973

Source: NTL/Learning Resources
7594 Eads Ave.
La Jolla, Calif. 92037

Cost: Text, $14.00
Instructor's manual, $5.00

OBJECTIVES: 1) Improve understanding of group process, and 2) improve skills as a group member or facilitator.

DESCRIPTION: The 312-page text is directed toward improving the ability to observe, diagnose, and deal with group issues of those *not* specifically trained in group dynamics. A variety of applied training activities is included. An appendix deals with the practical skills a facilitator must acquire prior to intervention in group process.

The companion 148-page instructor's manual presents fifty activities on perception and communication; membership; group norms; standards, and pressures; group goals; leadership; group problem solving and decision making; and group development.

1.11

HUMAN INTERACTION IN EDUCATION

Author: Gene Stanford, and Date: 1974
Albert E. Roark

Source: Allyn and Bacon, Inc. Cost: $10.95
470 Atlantic Ave.
Boston, Mass. 02210

OBJECTIVES: 1) Apply interpersonal relationships more often, and 2) widen use of activities for expanding interpersonal relationships through group dynamics.

DESCRIPTION: A carefully-designed book presenting many human interaction situations of today's schools. Stanford and Roark maintain that the classroom climate is established by the personal relationships of students and that learning occurs through a process of interaction among the students. By reading this work teachers are given new avenues in which to apply socio-emotional interpersonal relationship methods. Although the classroom is pictured here as an excellent place for developing and expanding interpersonal relationships through group dynamics, each member of the class must be viewed as an individual.

EVALUATION: The up-to-date activities described will motivate a teacher to make use of interpersonal relations methodology in class.

1.12

HUMAN RELATIONS DEVELOPMENT: A MANUAL FOR EDUCATORS

Author: G.M. Gazda, et al   Date: 1973

Source: Allyn and Bacon, Inc.   Cost: $11.95
470 Atlantic Ave.
Boston, Mass. 02210

OBJECTIVES: 1) Increase expertise in listening and communicating, and 2) develop an understanding of the essential elements necessary to establish and maintain interpersonal relations.

DESCRIPTION: This 195-page human relations manual has been used with over 1,000 undergraduate teacher-education students at the University of Georgia. The basic model employed is that developed by Robert Carkhuff and emphasizes the development of listening, communicating and problem solving through training exercises.

EVALUATION: This item offers the advantages of being practical in its emphasis, of being directed to the educator's use, and of having been tested with a relatively large number of subjects.

INTERACTION LABORATORY FOR TEACHER DEVELOPMENT

Author: John Kampsvider — Date: Unknown

Source: B.L. Winch & Assoc.
P.O. Box 1185
Torrance, Calif. 90505

Cost: $700.00

OBJECTIVES: 1) Understand the subtle aspects of communication, 2) demonstrate principals of group dynamics, and 3) relate classroom behavior to group process principles.

DESCRIPTION: This kit contains materials for twenty-seven 90-minute sessions on human relations. The five major sections are: Introduction, Basic Communication Skills, Group Interaction, Interpersonal Skills, and Professional Problems. Learning activities include such simulation techniques as role playing, action modes, case studies, and problem-solving situations. Contained in the kit are: Trainer Preparation Guide and Manual, 30 Student Journals, Student Handout Sheet, and Trainer Aids such as films and audio-visual materials. Completion time is approximately 40 hours. Although this item is obviously slanted toward group use, it would prove valuable to the SBTE able to gather several teachers together at one time. The Trainer's Guide should serve as an index so that if desirable, an SBTE could zero in on a particular need rather than set up the complete 40-hour training session.

1.14

INTERPERSONAL COMMUNICATION

Author: Charles Jung, et al

Source: Northwest Regional
Educational Lab.
Lindsay Building
710 S.W. 2nd Ave.
Portland, Oregon 97204

Date: 1972

Cost: Leader's Manual, $19.95
Participant Materials, $12.95
A/V Instructional Materials, $195.00

OBJECTIVES: 1) Increase ability to communicate with students, school personnel, and the community; 2) practice interpersonal communication skills; and 3) become more familiar with one's personal communication style.

DESCRIPTION: This system includes a 396-page loose-leaf Leader's Manual, a 342-page Participant's Manual and nine 16mm sound films with accompanying audio tape. The program emphasizes learning to do as well as gaining knowledge. Topics include: (1) paraphrasing, (2) behavior description, (3) describing feelings, (4) nonverbal communication, (5) the concept of feedback, (6) matching behavior with intentions, (7) communicating under pressure, and (8) communication patterns in the school building. A qualified instructor can conduct the program for approximately 30 participants. At the end of the workshop, each participant has a complete set of exercise materials to keep.

EVALUATION: This is a well-structured, highly-useful program which is valuable to the SBTE who can successfully organize the personnel and 30 hours necessary for the workshop. This entry has been recommended by many educators.

1.15

INTERPERSONAL COMMUNICATION SKILLS: RESPONSIBLE FEEDBACK

Author: Lanier, et al
Date: Current

Source: Marketing Division
Instructional Media Center
Michigan State Univ.
East Lansing, Mich. 48824

Cost: $268.50
Rental: 3-day use, $9.75

OBJECTIVES: 1) Recognize, identify and define the concept of "Responsible Feedback," 2) rate a variety of examples of feedback.

DESCRIPTION: Included in this kit are participant's manual and two 16mm, 15-minute color films which explore the critical area of human interaction known as "interpersonal feedback skills." Materials focus on the verbal and/or non-verbal responses persons give and receive that carry personal approval or disapproval messages. Through numerous visual examples of situations in which feedback is given, the viewer is encouraged to analyze both the content of the feedback message and the process of giving feedback. The viewer has the opportunity to apply carefully-defined criteria to judge various instances of feedback.

EVALUATION: The current materials have been field tested and revised. The continuous evaluation of the materials as they are used in pre- and inservice levels at Michigan State University would recommend them to the SBTE's use.

1.16

INTERPERSONAL LIVING: A SKILLS/CONTRACT APPROACH TO HUMAN-RELATIONS TRAINING IN GROUPS

Author: Gerard Egan | Date: Current

Source: NTL/Learning Resources Corp.
7594 Eads Ave.
La Jolla, Calif. 92037

Cost: Unknown

OBJECTIVE: Increase effectiveness of interpersonal growth and skills.

DESCRIPTION: The 318-page text provides a comprehensive discussion of communication skills as well as a systematic training program. Skills covered include self-disclosure, concreteness in communication, expression of feeling and emotion, listening, responding, genuineness and respect, challenging, confrontation, and immediacy.

PERSONAL EFFECTIVENESS: GUIDING PEOPLE TO ASSERT THEMSELVES AND IMPROVE THEIR SOCIAL SKILLS

Author: R.P. Liberman, et al Date: 1975

Source: Research Press Cost: $5.75
Box 3177
Champaign, Ill. 61820

OBJECTIVES: 1) Express feelings and gain success in relation to others, 2) become more competent and confident by strengthening interaction skills, 3) generate ability to initiate and maintain conversation, and 4) defend one's own needs without alienating the needs of others.

DESCRIPTION: This package consists of four components which together provide a complete program for conducting group sessions in personal effectiveness, as well as for conducting inservice staff workshops. The training process focuses on better use of eye contact, facial expression, posture, gestures, tone, fluency, and content. Training consists of a structured, easy-to-follow procedure that draws together: modeling; role playing or behavioral rehearsal; graded steps with positive feedback for small accomplishments; prompting and coaching.

EVALUATION: A comprehensive program which provides a sound rationale, the systematic procedures for group sessions, and the methods for evaluating client progress and staff effectiveness.

1.18

PROTOCOL MATERIALS: IMPROVING PUPIL ACHIEVEMENT THROUGH TEACHER LANGUAGE

Author: Walter R. Borg   Date: Current

Source: National Resource &   Cost: $302.00
Dissemination Center   Rental, $81.00
University of South Florida
FAO 268
Tampa, Fla. 33620

OBJECTIVE: Increase student achievement through improved teacher verbal behavior.

DESCRIPTION: This program includes six 16mm b/w films with individual student guides, observation sheets, and evaluation materials plus instructor's manual for the series. Titles include: Clarity, Emphasis, Encouragement, Extension, Feedback, and Organization. The series focuses on six concepts and emphasizes 20 specific teacher verbal behaviors that research has shown to be related to pupil achievement. The verbal strategies included were chosen for three reasons: (1) they can be used in a wide range of teaching situations, (2) they bring about substantial improvement in student participation and attitudes, and (3) they are simple enough to be mastered without practice in a regular classroom.

1.19

RIBBIN' JIVIN' AND PLAYIN' THE DOZENS, THE UNRECOGNIZED DILEMMA OF INNER-CITY SCHOOLS

Author: Herbert Foster	Date: 1974
Source: Balinger Pub. Co. 17 Dunster St. Cambridge, Mass. 02138	Cost: Cloth, $13.50 Paper, $6.95

OBJECTIVES: 1) Become aware of lexicon used by black inner-city students, 2) increase verbal communication skills with a variety of ethnic groups, and 3) increase ability to initiate more person-to-person contacts in non-crisis situations.

DESCRIPTION: This 347-page book is an attempt to enlighten the white middle-class teacher who is dealing with black inner-city students and their lifestyles. It emphasizes classroom discipline through knowledge and use of communication, and contains a section dealing with the historical perspective of the inner-city experience. Explanations of jive lexicon, verbal communication tips, and classroom contests relevant to this particular socio-economic group are also included. The text tries to level with how students view their white, middle-class teacher's method of instruction, especially in the area of discipline, and how to succeed with this type of situation.

EVALUATION: The historical perspective section is rather weighty, but valuable to someone seeking a thorough grasp with which to deal with the inner-city school. The section on jive lexicon is helpful to teachers working where black dialogue will be encountered.

1.20

STRATEGIES OF SMALL GROUP LEARNING

Author: I/D/E/A
Date: Current

Source: I/D/E/A
P.O. Box 628
Far Hills Branch
Dayton, Ohio 45419

Cost: $225.00
Rental: $17.00

OBJECTIVES: 1) View group processes of various age groups, and 2) better understand separate components of group process.

DESCRIPTION: Film presents various elements of small group discussion ranging from student response to teacher's questions, to peer-group value-clarification process. Group discussions are shown in actual school settings spanning early childhood to high school levels. Various elements of discussion procedures, including problem definition and solving, peer teaching and interaction, student/teacher relations, reaching consensus and conclusion, group interaction and others are depicted by sequences of small groups in action. 16mm/color/26 min.

EVALUATION: An excellent film for seeing how group discussion works at a variety of levels.

TEACHER & CHILD: A BOOK FOR PARENTS AND TEACHERS

Author: Haim G. Ginott Date: 1975

Source: Avon Books
250 W. 55th St.
New York, New York 10019
Cost: $1.75

OBJECTIVES: 1) Increase competence for handling widely-differing individuals, 2) increase ways of initiating person-to-person contacts in non-crisis situations, and 3) demonstrate knowledge of elements necessary for good interpersonal relationships.

DESCRIPTION: "When someone is drowning, it is not the right time to teach swimming" is Dr. Ginott's philosophy in a nutshell. He believes the teacher's most important role is as creator of a positive emotional climate in the classroom. In his book, Dr. Ginott has translated techniques developed in child psychotherapy into concrete suggestions and practical solutions for classroom situations. Short scenarios, anecdotes and sample dialogues serve as interesting guides to the principles of effective communication.

EVALUATION: The text is a helpful guide which makes practice of theory.

1.22

TEACHER BEHAVIORS

Author: Connie Kravas	Date: Current
Source: Washington State U. Pullman, Wash. 99163	Cost: Consult Source

OBJECTIVES: 1) Become aware of a variety of effective verbal and nonverbal teacher behaviors; 2) identify personal, verbal, and nonverbal behaviors which need improvement; and 3) participate in activities to improve communication skills.

DESCRIPTION: Module (39 pgs.) includes rationale for studying teacher behaviors, selections on personal attitudes from suggested bibliography, instructions for participation in encounter sessions, a 134-item interpersonal checklist with directions for its individual use, activities for measuring attitudes toward others, techniques for developing effective teacher behaviors, activities aimed at increasing self-perception, and activities for analyzing non-verbal and verbal behaviors in the classroom. Forms used in teacher behavior analysis by students are included, as well as forms for tallying student-teacher interactions. Completion time is 10 hours. The interpersonal checklist, activities for measuring attitudes, and analyzing activities make this a useful training item for the SBTE or teacher seeking to improve effectiveness through better interpersonal communication.

1.23

THE LEXINGTON TEACHER TRAINING PROJECT

Author: Lexington, Mass.
Public Schools

Date: Current

Source: Agency for
Instructional
Television
Box A
Bloomington, Ind. 47401

Cost: $200 per program (includes videocassette and 15 copies of program guide and 1 copy of discussion leader's guide)

OBJECTIVES: 1) More successfully handle differences between individuals in the classroom, and 2) more successfully integrate students with special learning problems into the regular classroom.

DESCRIPTION: The Lexington Teacher Training Project is a series of ten videocassette color programs of from nineteen to thirty minutes, each accompanied by a printed guide. Methods illustrated on film are taken from actual classroom situations and include assessment and diagnosis as well as activities devised to treat specific problems in handwriting, reading and mathematics. The ten areas covered are: Diagnosis and Educational Planning; Early Assessment: Steps to Planning; After Assessment; Every Child Can Learn; Together They Learn; Correct Handwriting Problems; Mastering Math Skills; Reading and Language Styles; Developing Children's Languages; and Every Student is Different: The High School. A comprehensive guide to all ten programs is also included for workshop discussion leaders.

1.24

THE REAL SELF

Author: Sterling Ellsworth   Date: Current

Source: Instructional   Cost: $95.00
Dynamics, Inc.
450 E. Ohio St.
Chicago, Illinois 60611

OBJECTIVE: Increase effectiveness through greater understanding of teaching self and style.

DESCRIPTION: This 12-cassette program by a well-known psychologist addresses itself to better personal effectiveness through increased self-knowledge. Topics covered include: I am lovable and capable...Negative and positive self...Choosing a style... Syndromes of styles...Parents' influence on style...and Love supplies.

WHY AM I AFRAID TO TELL YOU WHO I AM?

Author: John Powell

Date: 1969

Source: Argus Communications
7440 Natchez Ave.
Niles, Ill. 60648

Cost: Cassette or record, $40.00
Paperback, $1.95

OBJECTIVES: 1) Recognize the roles oneself and others play; and 2) name and describe the five levels of communication in interpersonal encounter: cliché conversation, reporting facts, my ideas and judgments, my feelings, and peak communication.

DESCRIPTION: This is a two-part, 27-minute sound-filmstrip. The characters in John Powell's book (of the same name) are featured in cartoon-style, interspersed with actual photographs. The filmstrip is accompanied by either a cassette or a record.

EVALUATION: A quick, entertaining way to grasp the basic principles of interpersonal communication.

COMPETENCY TWO

Assist teachers to gather and utilize relevant data about school, classroom and community environments.

The problem...is the problem: How to pinpoint it, determine and collect needed data, manage the collection process, organize, analyze, and finally, design and implement a program to correct it. To assist the SBTE in the challenging area of gathering and using data, the following resources have been identified. As in Competency One, the need or skill is listed on the left, the resource number key is on the right.

DEFINE PROBLEM/DETERMINE DATA NEEDED	2.1, 2.3, 2.7, 2.8, 2.9
KNOWLEDGE OF PERTINENT SOCIAL SYSTEMS	2.2, 2.4
DEMONSTRATE DATA GATHERING TECHNIQUES	2.2, 2.3, 2.4, 2.7
SELECT APPROPRIATE INSTRUMENTS	2.2, 2.3, 2.7
ASSESS EXISTING DATA	2.1, 2.4, 2.6, 2.7
MANAGE COLLECTION PROCESS	2.3, 2.4, 2.7
MAINTAIN ENVIRONMENT CONDUSIVE TO DATA COLLECTING	2.2, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10
DISCUSS DATA COLLECTION	2.3, 2.4, 2.5, 2.7
ORGANIZE, ANALYZE AND INTREPRET DATA	2.3, 2.4, 2.5, 2.6, 2.7
DESIGN, IMPLEMENT AND EVALUATE PROGRAMS	2.1, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10
PROVIDE ACTIVITIES FOR TEACHER DATA USE	2.2, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10

2.1

COMMUNITY STUDY

Author: Patricia Heffernan-Cabera and William J. Tikunoff

Date: Unknown

Source: University of Southern California Teacher College
Los Angeles, Ca. 90007

Cost: Consult Source
Order #FHR-002.02 (USC)

OBJECTIVES: 1) Know the school as a community with its formal and informal structures, 2) know the community that the school serves, its dynamics, organizations, resources and the patterns of interaction of the school, 3) develop and demonstrate skills in community study and analysis, and 4) set in motion patterns of interaction between teacher training program and low income, bicultural community.

DESCRIPTION: This 14-page module contains a wide range of instructional activities, suggested readings, community field work, a simulation game, seminars, independent study activities, films, and community study. The participant keeps a log throughout the instruction. The module has the advantage of including a variety of instructional activities and a practical approach in a brief format.

2.2

COMPREHENSIVE PLANNING INSTRUCTIONAL SYSTEM

Author: Unknown

Date: Current

Source: Research for Better
Schools, Inc.
1700 Market St. Suite 1700
Philadelphia, Pa. 19103

Cost: Consult Source

OBJECTIVES: 1) Develop and use indicators of performance, 2) assess pupil-perceived needs, 3) assess community-perceived needs, 4) identify feasible alternatives for satisfying needs.

DESCRIPTION: This system contains 7 multi-media, self-contained, and self-paced modules. Each module identifies target groups corresponding to those who may perform new roles and plan functions. Skills and attitudes to support these new roles and functions are acquired through the combined use of the instructional materials and on-the-job experience. Opportunity to examine unique district characteristics and their implications for the kind of planning methods the district needs are embodied in the materials. The modules contain written materials, cassettes, and individual and group exercises. Completion time is 400-450 hours.

EVALUATION: Field testing of the first module is underway.

2.3

DIAGNOSING CLASSROOM LEARNING ENVIRONMENTS

Author: Robert Fox, et al   Date: Current

Source: Science Research Assoc. Cost: $2.80
259 E. Erie
Chicago, Ill. 60611

OBJECTIVE: Increase knowledge of problem solving and data gathering techniques for gaining information about the classroom learning environment.

DESCRIPTION: This book presents results from a research study by scientists and educational specialists. Data was gathered from several hundred classrooms through the use of diagnostic tools dealing with classroom social structures. Directions and diagnostic instruments are provided for measuring the learning atmosphere, social relations in the classroom, classroom norms, pupil-teacher interaction, and self-concepts. Methods for gathering information about outside and parental influence on pupil learning are described. Contains 23 diagnostic tools, including such titles as: Clues About Classroom Life, Self Concept Scale, Outline of Interaction Analysis, Classroom Observation Schedule, How Satisfied are They?, and How They See Me. Devices presented are easy to administer and quick to score. This is a good reference book since complete diagnostic tools are included and guidelines for using each instrument are easy to follow. An index is not included but the chapter overviews contain the rationale, objectives, and a synopsis of each diagnostic tool used in the chapter.

2.4

DIAGNOSING PROFESSIONAL CLIMATE OF SCHOOLS

Author: Robert S. Fox, et al   Date: 1973

Source: University Associates   Cost: Consult Source
7596 Eads Ave.
La Jolla, Calif. 92037

OBJECTIVES: 1) Identify symptoms of an unhealthy school climate, 2) diagnose some of the reasons for the unhealthy climate, 3) collect data to help with the diagnosis, 4) organize and interpret the data, and 5) convert the implications formed to several alternate courses of action.

DESCRIPTION: The book contains 30 data-gathering instruments that are numbered and cross-referenced. Topics dealt with include: organization problem solving; staff responsibilities, behaviors and resources; and community involvement. The final chapter focuses on the specific resources of the preceding chapters by addressing the question "Why, When, and How to Diagnose the Climate of Your School?" This item is useful as a specialized resource for principals, teachers, or SBTEs engaged in improving the professional climate within schools.

2.5

HANDBOOK OF EDUCATIONAL SUPERVISION: A GUIDE FOR THE PRACTIONER

Author: James R. Marks, et al   Date: Current

Source: Allyn and Bacon, Inc.   Cost: $29.95
470 Atlantic Ave.
Boston, Mass. 02210

OBJECTIVE: Increase overall supervisory abilities.

DESCRIPTION: This is a comprehensive reference text, divided into task areas. Included in each area are patterns for supervision: definite procedures, techniques, and devices that have been proved in experience. Numerous charts, tables, figures, and simulated supervisory problems have been included. Such tasks as organizing the supervisory program, improving supervisory visits and conferences, measuring teacher effectiveness, selecting, organizing, and facilitating the use of instructional technology materials, helping the staff understand children, and providing successful faculty meetings and group conferences are handled. Included in the appendix are: Flanders System of Interaction Analysis and accompanying forms for recording and charting results, a reference manual of instructional procedures for the supervisor, and questions and activities for the supervision class. Each chapter includes a supplemental section with extra help relating to the task-area being treated. This task-area approach would be useful to any SBTE wishing to upgrade his or her supervisory skills.

2.6

IMPROVING TEACHING, THE ANALYSIS OF CLASSROOM VERBAL INTERACTION

Author:	Edmund Amidon and Elizabeth Hunter	Date:	1966
Source:	Holt, Rhinehart and Winston, Inc. 383 Madison Ave. New York, N.Y. 10017	Cost:	$5.50

OBJECTIVES: 1) Utilize data gained from a description of classroom verbal interaction to analyze teaching activities, and 2) select appropriate verbal behavior for each activity.

DESCRIPTION: Each chapter in this text treats a different teaching activity. The classroom setting for these activities is analyzed and categorized through the Verbal Interaction Category System (VICS). Skill sessions are included to assist participants to develop expertise in selecting appropriate verbal behavior for various teaching activities.

2.7

RESEARCH UTILIZING PROBLEM SOLVING

Author: Charles Jung, et al

Date: Current

Source: Commercial Educational
Distributing Services
P.O. Box 3711
Portland, Ore. 97208

Cost: Leader's Guide, $12.00
Materials, $8.00/set
Audio Tape, $3.85
Text, Diagnosing Classroom Learning Environment by
Fox, Luszki and Schonuck,
$4.00

OBJECTIVE: Increase problem-solving skills through systematic research involving: Applying guideline criteria for writing a problem statement; Paraphrasing in interpersonal communications; Using the force-field diagnostic technique; Selecting and creating instruments for data gathering; Diagnosing teamwork relationships; spotting and analyzing major results in data collected; Identifying one's personal style of working; Utilizing concepts and skills of giving and receiving feedback; and, Using criteria for deriving implications from research finding.

DESCRIPTION: The Research Utilizing Problem Solving (RUPS) instructional kit gives teachers and administrators skills and techniques in retrieving and utilizing knowledge while in the process of identifying and diagnosing classroom school problems and designing action plans to resolve them. The design calls for a five-day workshop followed by two 3-hour meetings while engaged in a backhome application project using the RUPS process. Emphasis of the entire design is on teachers and administrators practicing their "do it" skills. Continuous active participation is demanded by using a simulation situation in which the trainee "helps" a fictitious teacher. A tape recorder and local newsprint paper are required for the workshop. This item would be beneficial to the SBTE who is able to organize a large group of teachers or who is able to pull out a specific part of the program to satisfy the needs of a particular teacher.

2.8

STRUCTURING FOR VARIETY: CLASSROOM ORGANIZATION

Author: Region XIII Education
Date: Current

Source: Education Service
Center
6504 Tracor Lane
Austin, Texas 78721

Cost: $106.00 with videotape
$170.00 with b/w film

OBJECTIVE: Design, implement, and revise a multiple learning environment which will address the diverse needs and styles of learners with maximum use of time, space and resources.

DESCRIPTION: This kit focuses on the interests and values of teachers and their students as they relate to a multiple activity learning environment. A variety of instructional formats, including learning stations, is used throughout the training to exemplify the idea of satisfying different learning styles. The components of the kit include: Leader's manual, Participant's manual, 15 transparencies, Table labels, Multisensory grouping pieces, Learning labels, Two-screen filmstrip/tape presentation, Videotape, cassette, or b/w film, Seven learning stations and support media, Task cards and support media, Sample room arrangement drawings, Activity tickets, Management game, Readings, and Observation guide form. The kit offers a plethora of approaches to increasing one's competency in the areas of classroom organization and structuring a variety of activities to meet individual needs.

THE FOUR FACES OF TEACHING, THE ROLE OF THE TEACHER IN HUMANIZING EDUCATION

Author: Dorothy Seaberg Date: 1974

Source: Goodyear Publishing Co. Cost: Consult Source
1640 5th St.
Santa Monica, Calif. 90401

OBJECTIVES: 1) Increase understanding of the teacher role, 2) define observable teacher behaviors, 3) understand guidelines for achieving the teacher role, and 4) develop a personal philosphy of teaching.

DESCRIPTION: Four major teacher role functions and their observable behaviors are analyzed: Relationships, Mediation, Diagnosis, and Choreography. "The Face of Relationships" explores the classroom environment, the relating teacher including three models of relationships, and classroom relationships. "The Face of Mediation" focuses on the technological environment of the classroom, the teacher as a mediator, and techniques for making learning relevant. In "The Face of Diagnosis," emphasis is on the function and tools of diagnosis, and a diagnostic case study is included in the final chapter. "The Face of Choreography" pinpoints the teacher's role in developing and maintaining the aesthetic environment of the classroom. Checklists, teacher behavior inventories, study helps, and class activities at the end of each section are included.

EVALUATION: This entry received several recommendations as a helpful source for understanding and improving teaching, and is lauded for its practical format.

2.10

THE PROCESS OF TEACHING

Author: Lanier, Barnes, and Byers

Date: Current

Source: Marketing Division
Instructional Media Center
Michigan State Univ.
East Lansing, Mi. 48824

Cost: $494.00
Rental, 3-day use
"Teaching I" $13.25
"Teaching II" $11.00

OBJECTIVES: 1) Identify and define the tasks of teaching in both filmed and live instances, and 2) generate examples of the application of these tasks to various classroom and instructional settings.

DESCRIPTION: This unit consists of a 79-page manual containing a conceptual overview, instructional objectives, pre- and post-tests, and two 16mm color films with guides which describe the major tasks necessary in organizing for effective teaching. One film offers examples from the intellectual domain while the other illustrates the social-emotional domain. In each, the major tasks described are: Assessment, Goal Setting, Strategies, and Evaluation. Completion time is six to nine hours.

EVALUATION: The material has been extensively tested at MSU with preservice teachers and at other universities with several groups of inservice teachers. Learners have rated this material as "relevant," "useful," and "high in technical quality."

COMPETENCY THREE

Assist teachers to understand and work effectively with different socio-economic/ethnic/cultural groups.

The SBTE will be working in schools which reflect the near extinction of a single-culture classroom. In fact, most SBTEs will find the workday filled with diverse ethnic representatives; a breeding ground for mini culture shocks, verbal gaffes, and misunderstood intentions. This condition adds two obligations to the SBTE's role: to make of himself or herself the most effective educator possible for all groups represented in the school's population, and, to assist the participating teacher to achieve his or her highest potential in this regard. The resources under competency three were selected because they seemed to answer some of the needs of these two obligations.

UNDERSTANDING COMPLEXITIES OF SOCIO-ECONOMIC/ETHNIC/CULTURAL GROUPS	All items
RECOGNIZE WIDELY SHARED BELIEFS AND PRACTICES	3.1, 3.5, 3.7, 3.9, 3.10, 3.11, 3.13, 3.16, 3.20, 3.21
IDENTIFY INSTRUCTIONAL RESOURCES FOR DIFFERENT GROUPS	3.3, 3.4, 3.6, 3.8, 3.12, 3.18, 3.20
IMPACT OF TEACHER EXPECTATIONS	3.2, 3.4, 3.6, 3.8, 3.10, 3.11, 3.12, 3.13, 3.18, 3.19
IDENTIFYING OFFENSIVE WASP BELIEFS AND PRACTICES	3.1, 3.5, 3.10, 3.13, 3.15, 3.16, 3.18, 3.21
UTILIZE CONTRIBUTIONS OF EACH GROUP	3.3, 3.8, 3.9, 3.12, 3.13, 3.14, 3.16, 3.20
CROSS-COMMUNICATE SCHOOL AND COMMUNITY VALUES AND ASPIRATIONS	3.1, 3.2, 3.5, 3.6, 3.9, 3.17 3.18, 3.19, 3.20, 3.21
INTEGRATE AND UTILIZE SCHOOL AND COMMUNITY VALUES	3.1, 3.2, 3.4, 3.5, 3.6, 3.9, 3.17 3.19, 3.20, 3.21

BREAD & BUTTERFLIES

Author: Agency for Instructional Television

Date: 1974

Source: AIT
Box A
Bloomington, Ind. 47401

Cost: Consult Source

OBJECTIVES: 1) Increase knowledge of various socio-economic/cultural backgrounds of students, 2) gain a more realistic view of the goals and expectations of the student body members, and 3) increase ability to interact with the various socio-economic/cultural levels.

DESCRIPTION: This career development kit includes fifteen 15-minute color television programs, a curriculum guide, and workshop materials, including modules which give complete background information on the project. The topics covered are: Self-Independence and the Economic System; Why People Work; Self-Clarification; Decision Making; Relationships: School, Work, Society; The Responsible Self; Interpersonal Skills; What is Success?; Life Styles; Shaping One's Destiny; Interdependency of Workers; Human Dignity; Power and Influence; and Freedom to Hope, to Choose, and to Change. The curriculum guide includes notes on what to do before the program is introduced to the students, a brief synopsis of the program, stated purposes for novices and for students who already have some idea of the theme, and key questions which each of these two groups should be asked. Separate sections for novices and the more advanced focus on things the audience should consider when working through the program, short and long-term activities branching from the program, and how this particular program fits into the discipline of social studies, language arts, math, art, etc. The programs can be used as a set, or individually to reach a certain objective.

The student participation in this program will enable the teacher to gain knowledge of each student's socio-economic/cultural background in an indirect, non-threatening way. The SBTE can use observation of the class as it works through the program to initiate discussion on socio-economic/cultural topics.

3.2

CIPHER IN THE SNOW

Author: Jean Mizer Todhunter   Date: 1972

Source: Brigham Young Univ.   Cost: Consult Source
Salt Lake City, Utah

OBJECTIVES: 1) Increase knowledge of ramifications which can occur due to varying socio-economic/ethnic/cultural background, 2) gain empathy with variety of lifestyles supported by students' backgrounds, and 3) increase dedication to working effectively with all varieties of socio-economic/ethnic/cultural groups.

DESCRIPTION: This 24-minute, 16mm film depicts a true incident: a student dies and afterward, those who should have had some contact with him, his teachers, principal, and the other students, find they do not know enough about him to write his obituary column. The film begins with the boy's death and ends with one teacher's determination to "know" and help each student who comes through his class.

This is one of those films whose value is hard to estimate because it is in the affective domain. The viewer comes away from the film moved by what the true story has conveyed, but also with a sense of importance and dedication about being a teacher and attempting to do more than "teach" the students a particular subject.

3.3

CONFRONTATION

Author: Unknown

Date: circa 1970

Source: Anti-Defamation League
315 Lexington Ave.
New York, N.Y. 10016

Cost: 4 films, discussion leader handbook, and coordinator manual, $410.00
Rental (1 week), $50.00
48 hour preview, $25.00
Additional discussion guides, $1.95 each

OBJECTIVE: Increase personal effectiveness in multi-ethnic secondary schools.

DESCRIPTION: Participants have the opportunity to analyze specific interpersonal problems which arise in multi-ethnic secondary schools, and to suggest ways to begin solving them.

EVALUATION: This item has not been previewed by writer but was recommended by several consultants.

3.4

CRITICAL MOMENTS IN TEACHING
GUIDEBOOK FOR INDEPENDENT DISCUSSION AND STUDY

Author: David Gleissman, Ed.

Date: Unknown

Source: BFA Educational Media
2211 Michigan Ave.
Santa Monica, Calif.
90406

Cost: 16 films,$100.00-$150.00
Rental, $11.00-$13.00 first day,
$5.00-$6.00 each additional
consecutive day

OBJECTIVES: 1) Gain knowledge of teacher biases, 2) gain knowledge of impact of teacher expectations, 3) increase problem-solving techniques; 4) gain skill in stating and attaining objectives, 5) identify relationship between goals and objectives, 6) increase ability to analyze effectively classroom procedure to identify hidden objectives.

DESCRIPTION: Each film is twenty minutes long and includes discussion and problem-response sections. The films deal with various teaching experiences and require that participants analyze, interpret and formulate solutions to problems. The films are classified into categories of: teaching styles, skills, methods, and personal problems. The series coupled with the discussion and study guidebook, provides practical application for psychological concepts and an opportunity to practice decision making. It can be used for methods courses, lab work, group or individual audiences.

3.5

HOW'S SCHOOL ENRIQUE?

Author: Dr. Stanley Frager

Date: Current

Source: Aims Instructional
Media Services
626 Justin Ave.
Glendale, Calif. 91201

Cost: Purchase, $255.00
Rental, $30.00

OBJECTIVES: 1) Gain knowledge of "barrio" life and pressures encountered there by Mexican-American student, 2) focus on two divergent views expressed in dealing with Mexican-American student population, and 3) increase understanding of expectations of parent population of this group.

DESCRIPTION: This 18-minute color film shows life in the barrio through the eyes of Enrique, a junior high school student. We see Enrique as he functions in his home and neighborhood, as he crosses the invisible boundary to the school environment, and as he attempts to deal with the pressures of these areas of his life. Two polar methods of teaching are demonstrated; the rigid, white, highly-educated teacher who believes that the Mexican-American should learn a trade, and the empathetic bilingual teacher who believes in scholarships and strong support to uplift the culture. Voiceovers give thoughts of Enrique, his father, and the two teachers concerned with educating the Mexican-American student.

This superb film was the blue ribbon winner of the 1971 American Film Festival and winner of the "Chris" statuette at the Columbus Film Festival. It is a realistic depiction of the gap between the expectation the barrio family holds of the school and the student's abilities to reach those expectations.

3.6

HUMAN RELATIONS TRAINING UNIT

Author: Far West Laboratory
for Research and
Development

Date: Unknown

Source: Anti-Defamation League
315 Lexington Ave.
New York, New York 10016

Cost: Films and Discussion
Guides, $410.00

OBJECTIVES: 1) Increase discussion participation ability; 2) increase role-playing ability; 3) develop increased sensitivity to needs of the inner-city, racially-mixed class; 4) develop a repertoire of successful responses to inner-city, racially-mixed classroom confrontations; 5) gain knowledge of language which alienates target student body, and 6) increase knowledge of client population which comprises school and community.

DESCRIPTION: The training unit is designed to provide teachers with insights and skills that will better fit them to deal with human relations problems in inner-city and racially-mixed schools. The unit titles include: School and Community Relations; Alienating Language; Rules and Regulations; and Violent Confrontation in the Classroom. Included in the unit is a discussion leader's guide which suggests techniques for developing maximum involvement during discussions. Filmed confrontation situations are employed as discussion stimulators while teacher sensitivity is developed through discussion and role-playing situations.

I AM ALSO A YOU

Author: Bruce Kerner
Date: Current

Source: Pyramid Films
Box 1048
Santa Monica, Calif. 90406

Cost: $200.00
Rental, $20.00

OBJECTIVES: 1) Further appreciation of value inherent in diverse social and cultural groups, and 2) discover widely-shared beliefs among dissimilar cultures.

DESCRIPTION: This film shows the common ground between different religions, societies, generations, and centuries by juxtaposing quotations from thinkers and philosophers with contemporary visual scenes and portraits. It is an open-ended film which provides for personal value scheme involvement. 16mm/color/13 minutes.

3.8

IMPROVING EDUCATION FOR INNER-CITY CHILDREN

Author:	Madeline Hunter	Date:	Current
Source:	Special Purpose Films 26740 Latigo Shore Dr. Malibu, Calif. 90265	Cost:	$200.00 Rental, $45.00

OBJECTIVE: Learn innovative ways of managing the learning program for the inner-city student.

DESCRIPTION: This 45-minute, b/w film was photographed on location in unrehearsed school situations. It demonstrates humanistic teaching techniques which are feasible within normal school budget and staff restrictions. Documented results back up the value of the filmed experiences.

INNER-CITY SIMULATION LABORATORY

Author: Donald Cruickshank Date: 1969

Source: Science Research Asso. Cost: $700.00
259 East Erie St.
Chicago, Ill. 60611

OBJECTIVES: 1) Increase knowledge of client population, 2) increase communication skills with various ethnic/cultural groups in classroom situation, 3) increase analysis and problem-solving techniques, and 4) widen knowledge of community sub-groups.

DESCRIPTION: The laboratory kit contains filmstrips, records, role-playing cards, spirit masters, simulation director's guide with information, record folders for each child, and data books. The simulated class is an inner-city sixth grade. Participants assume the role of the teacher as they attempt to solve the problems presented to them in the form of the 34 critical incidents, e.g., child who comes to school without food or sleep, classroom interruptions, getting parents interested in children's problems. The two-minute films, which are the nucleus of this program, are based on problems found in and around the "typical" classroom.

EVALUATION: Any teacher will benefit from the spontaneous discussion which occurs after the films are shown. The supporting materials are of high quality and will give the teacher or teacher/SBTE team problem-solving experience in dealing with classroom situations.

3.10

INSIDE/OUT

Author: AIT   Date: 1973

Source: Agency for Instructional Television
Box A
Bloomington, Ind. 47401

Cost: Consult Source

OBJECTIVES: 1) Widen knowledge of the emotional environment of youth, 2) increase understanding of causes for individual differences among students, 3) add to ability to handle emotions exhibited in or through classroom situations, 4) gain insight into one's own emotional makeup as it affects interpersonal relationships, and 5) increase ability to view situations through student's perspective.

DESCRIPTION: "Inside/Out" is a series of thirty 15-minute color programs and related material including films, video cassettes, paperbacks, and teaching guides. Each particular program is followed by suggested activities. A synopsis, purpose, and special notes and considerations are included in the guide. Sample topics are: understanding how persons express what they are really thinking and feeling, freedom and responsibility as a part of growing up, the feeling of loss and separation when moving from one residence to another, the difference between fun and ridicule, and feelings aroused by prejudice.

This program is organized so that a teacher can build lessons around each 15-minute section and accomplish many desirable affective objectives. Each film and the resulting discussion will increase the closeness of the student-teacher relationship and the teacher's ability to work effectively with students from a variety of socio-economic/cultural backgrounds.

EVALUATION: The SBTE will find this series a valuable tool in helping an experienced teacher refresh his or her empathy with the pressures experienced by the student body.

MAINTAINING SANITY IN THE CLASSROOM: ILLUSTRATED TEACHING TECHNIQUES

Author: Rudolf Dreikurs, et al Date: 1971

Source: Harper & Row Cost: $9.95
10 East 53rd St.
New York, New York 10022

OBJECTIVES: 1) Recognize impact of teacher expectations on pupil performance, and 2) increase understanding of behavior patterns of various socio-economic groups.

DESCRIPTION: The theories expressed in this text are based on the work of Viennese psychiatrist Alfred Adler. The child is viewed as a social being seeking his or her proper place in the environment. The text advocates establishing a democratic climate and using group dynamics in solving problems. The authors include numerous case studies, dialogues, and examples which illustrate diagnostic techniques and effective democratic methods. Chapter Four entitled "Coping with Specific Problems" takes an interesting approach to learning difficulties. The problem is related to the model for behavior goals, i.e., the child's behavior is well-designed and he or she continues patterns of perceptual difficulties as long as the desired results are achieved.

The SBTE or teacher using this text would benefit from the included case studies, dialogues, and examples of diagnostic techniques and democratic environment.

3.12

MR. LAND'S 6TH GRADE

Author: Bert Y. Kersh   Date: Current

Source: Dr. Bert Y. Kersh   Cost: $400.00
Dean of Faculty
Oregon College of Education
Monmouth, Oregon 97361

OBJECTIVES: 1) Gain knowledge of the variety of socio-economic/cultural/ethnic groups which make up a class, and 2) increase practical problem-solving ability for working with these class sub-groups, or with individual members of them.

DESCRIPTION: This simulation set is a series of problematic situations in a sixth grade. The sixty "problems," of about one minute each, are organized into sets of twenty, with each set representing one teaching day. Each problem film is followed by two or three feedback films allowing the viewer to see how various "solutions" to the problems work.

This kit, besides offering the viewer the chance to participate, also includes the opportunity to choose between alternatives and to see how, hypothetically, each would fail or succeed.

NEW MODEL ME

Author: ERCA

Date: Current

Source: Order Dept.
Educational Research
Council of America
Rockefeller Building
Cleveland, Ohio 44113

Cost: Consult Source

OBJECTIVES: 1) Increase understanding of the human motivations underlying behavior; 2) realize how students' personal resources and physical and social environments can influence behavior; 3) realize the nature of student frustrations, the sources of these frustrations, and constructive methods for resolving them; 4) gain knowledge about available alternative ways of responding in a particular situation; and 5) understand the nature of aggressive behavior and the forms it may take.

DESCRIPTION: This high school curriculum deals with how behavior develops, available alternative actions for solving personal problems, and the short and long term consequences of those alternatives. The program is directed at grades 9-12, but does not limit itself to one particular school population. The materials include a paperback, a student text, and a teacher's manual. Individual and group activities using such techniques as role-playing, narratives, art, surveys, television, and resource people are suggested. The curriculum is flexible; it can stand alone or be incorporated into existing courses such as health, social studies, language, psychology, and art, as well as in counseling situations. Length of time devoted to the curriculum is also flexible. All individuals involved should know themselves and each other better after participation in this program.

EVALUATION: Although this item has not been previewed by the writer, it has been highly recommended for the quality and scope of the material it contains.

3.14

NOBODY TOOK THE TIME

Author: Dubnoff School for Educational Therapy

Date: Current

Source: Aims Instructional
Media Services
626 Justin Ave.
Glendale, Calif. 91201

Cost: $185.00
Rental, $40.00

OBJECTIVE: Better assist the ghetto child handicapped with learning disabilities through improved classroom and playground techniques.

DESCRIPTION: This 26-minute, bw film, narrated by Edmund O'Brien, concentrates on the child developing trust in himself and in others as a basic step toward learning. A variety of highly structured classroom and playground techniques which help the ghetto child develop language and an awareness of his surroundings are recommended. Emphasis is on parental involvement in the improvement program.

3.15

PREJUDICES: CAUSES, CONSEQUENCES, CURES

Author: Peter Jordan Date: 1974

Source: McGraw-Hill Films Cost: $395.00
Sales Service Dept. Rental, $35.00
1221 Ave. of the Americas
New York, N.Y. 10020

OBJECTIVE: Examine recent research findings on dealing with prejudice against women and specific racial, national and ethnic groups.

DESCRIPTION: In this 24-minute, color film, Dr. Elliott Aronson explains the social distance theory of prejudice and its application in school classrooms. Dr. James Blackwell discusses socialization as a cause of prejudice, and Dr. Carol Tauris introduces an analysis of the way children's books often subtly reinforce sexual stereotypes. The film was a Chris Bronze Plaque winner at the Columbus Film Festival.

3.16

PROFESSIONAL DECISION-MAKING FOR TEACHERS

Author: Dr. Bert Alfrey, et al.

Date: 1970

Source: Manual:
Professional Decision
Making for Teachers
Johnsen Pub. Co.
1135 R St.
Lincoln, Neb. 58508

Videotape:
NETCHE
P.O. Box 83111
Lincoln, Neb. 68501

Cost: Manual, $2.95
Videotape, Rental $35.00
per tape per 7-day use.

OBJECTIVES: 1) Increase ability to utilize various cultural groups in class; 2) increase ability to handle classroom situations involving members of various socio-economic/ethnic/cultural groups; 3) function more effectively within faculty framework; and 4) gain insight into student teacher/student relationships.

DESCRIPTION: The videotape and manual together present 20 one-two minute critical incidents requiring solutions. Three alternative courses of action for each situation are demonstrated on videotape. The manual provides discussion questions and lists some relevant educational principles and bibliography references for each incident. The manual also gives the background and script of the filmed incident. The 20 incidents are divided into Student Teacher/Student relationships, e.g., student asks irrelevant questions, non-motivated students, teacher "sermonizing" and student teacher/professional staff relationships, problems with cooperating teacher, parent-teacher conferences, and placement of student teacher. The course can stand without the videotape, although the visual aspect would add to effectiveness of the program. Although the program can be self-administered, it is more effective in a group situation. The three courses of action offered at the end of each "problem" should give a teacher a better feel for the various ways of handling classroom and school situations.

EVALUATION: Many of the incidents are relevant to problems of supervision and could be helpful to the SBTE.

RACIAL AND CULTURAL MINORITIES: AN ANALYSIS OF PREJUDICE AND DISCRIMINATION

Author: George Simpson and J. Milton Yinger

Date: 1953, 4th edition, 1972

Source: Harper and Row
10 East 53rd St.
New York, N.Y. 10022

Cost: $16.95

OBJECTIVES: 1) Increase knowledge of client population; 2) recognize overall cultural/ethnic values and aspirations of minority groups; and 3) gain knowledge of values, attitudes, and concerns of parents, students, and teachers that might inhibit or enhance research studies.

DESCRIPTION: This text is an in-depth study of the causes and consequences of prejudice and discrimination. Sections include: The Historical Perspective of the Education of Racial and Cultural Minorities in the U.S.; Dealing with the Differences of Performance in Racial and Ethnic Groups on Standard Achievement Tests; The Influence of Family and School on the Achievement Scores of Racial and Ethnic Groups; Discussion of the Attempts Which Have Been Made To Improve Schooling of Minorities; as well as, Black Awareness; Black Pride; Black Nationalism; Mexican-American, Puerto Rican, and American Indian Children in the Public Schools; and Minorities in Higher Education.

This text can serve as a reference for SBTEs wishing to assist teachers interested in gaining historical perspective of various socio-economic/ethnic/cultural groups. It is also a good reference for a broad knowledge of educational efforts made for these groups. Although not a training manual, the text can give the teacher and/or the SBTE a better understanding of the overall problems in working with racially-mixed classes.

3.18

RIBBIN' JIVIN' AND PLAYIN' THE DOZENS

THE UNRECOGNIZED DILEMNA OF INNER-CITY SCHOOLS

Author: Herbert Foster   Date: 1974

Source: Balinger Publishing Co.   Cost: Paper, $6.95
17 Dunster St.   Cloth, $13.50
Cambridge, Mass. 02138

OBJECTIVES: 1) Increase knowledge of verbal communication of black ethnic group, 2) gain knowledge of tradition and values of black inner-urban community group, 3) recognize impact of teacher values and expectations on black classroom population, and 4) increase effectiveness in dealing with black classroom.

DESCRIPTION: This 347-page text is an attempt to enlighten the white middle-class teacher dealing with black inner-city students and their lifestyles. The text emphasizes classroom discipline and contains historical perspective of inner-city experiences, jive lexicon and verbal communication tips, as well as classroom values which may not have been encountered in previous teaching experiences. The text tries to level with how students view their white, middle-class teacher's method of instruction, especially in the area of discipline, and how a teacher may succeed in this environment.

EVALUATION: The historical perspective section is lengthy, but of value to someone seeking a thorough grasp on the inner-city school situation. The section on jive lexicon is helpful to the teacher experiencing the inner-city school for the first time, or in any classroom where black dialogue will be encountered. This item is of particular value to the SBTE who has had little previous experience with the inner-city, heavily black population school.

3.19

T.E.T. (TEACHER EFFECTIVENESS TRAINING)

Author: Dr. Thomas Gordon Date: 1974

Source: David McKay Co., Inc. Cost: $9.95
750 Third Ave.
New York, N.Y. 10017

OBJECTIVES: 1) Increase ability to communicate effectively with various socio-eco/cultural groups, 2) gain knowledge of teacher impact via expectations and biases, 3) gain knowledge of how to improve environment to facilitate learning by various socio-economic/cultural/ethnic groups, 4) better integrate community values and aspirations with schools.

DESCRIPTION: This book contains histories and dialogues of T.E.T. program as tested at various learning institutions. It emphasizes teacher-student relationships, communications difficulties and what to do about them, classroom environment improvement, classroom conflict, and parent-student-teacher relationships. It also contains an annotated bibliography which can serve as a reference source.

EVALUATION: The practical approach makes this a worthwhile training tool. Experienced teachers will find situations which have occurred in their past; new teachers will find a helpful preview of situations they will face and be expected to handle.

3.20

THE OTHER SIDE OF THE REPORT CARD: A HOW-TO-DO-IT PROGRAM FOR AFFECTIVE EDUCATION

Author: Larry Chase Date: 1975

Source: Goodyear Pub. Co., Inc. Cost: $8.95
1640 5th St.
Santa Monica, Calif. 90401

OBJECTIVES: 1) Integrate diverse student values and aspirations with those of school; 2) increase expertise in dealing with variety of social, economic, ethnic, and cultural features of class and community groups, and 3) identify instructional resources for each group.

DESCRIPTION: Text includes a step-by-step plan for developing awareness sessions with children; for helping the withdrawn and the disruptive child; for asking open-ended questions; and for doing reflective listening. A major portion of the book is devoted to units the author has developed and used in his classroom and to ideas for units which the reader could adapt to his or her own teaching situation. Units described include ones on self-control, goal setting, moral judgment, personal strengths, identifying concerns, problem solving, self-concept, survival, trust, fear, and friendship. There is a chapter discussing evaluation techniques as well as a bibliography and list of films concerned with the affective domain. The teacher-tested units and ideas add to the impact of this item, as does the procedure outlined for developing awareness.

3.21

VALUES

Author: Lanier, Barnes and Byers
Date: Current

Source: Marketing Division
Instructional Media Center
Michigan State Univ.
East Lansing, Mich. 48824

Cost: $300.00
Rental, $13.75 3-day use

OBJECTIVES: 1) Define "values" in operational terms, and 2) examine "values" as expressed by a person and as represented by nonverbal behavior.

DESCRIPTION: This is a 33-minute, 16mm color film, accompanied by a manual entitled "Living Our Values." The unit consists basically of discussion on the basis of viewing the film. The film is intended to stimulate examination of the relationships between one's verbalized values and the values one expresses behaviorally. It provides a conceptual vehicle for applying the value consistency concept to one's own life situations. Practice suggestions are provided in the user's manual.

EVALUATION: This unit has been field tested at Michigan State University in a variety of pre- and inservice courses for teachers.

COMPETENCY FOUR

Assist teachers to translate knowledge of current educational research and development into instructional practices.

"I can't afford to take time out to mess with research studies, I'm too busy teaching!"

The SBTE has heard and will hear this comment many times. And, it's true. Teachers are too busy with day-to-day activities to spend time in the depths of the local university's library locating pertinent research findings. Perusing the professional journals will help some, but again, this is often pushed aside because papers need grading or that mid-term exam has to be turned in tommorrow. The organized and informed SBTE can provide a valuable service to teachers by selecting relevant research findings and showing the teacher the implication these findings can have to the success of the teacher and his or her purpose. Needs and entries are listed below.

IDENTIFY, ANALYZE, AND INTERPRET RESEARCH DATA	4.3, 4.4, 4.7, 4.10
PRACTICAL INTERPRETATION OF RESEARCH FINDINGS	4.1, 4.2, 4.4, 4.6, 4.8, 4.10
GUIDE TEACHERS IN ADOPTING RESEARCH-PROVEN ACTIVITIES	4.1, 4.2, 4.5, 4.6, 4.8, 4.9

ACTION RESEARCH FOR IMPROVING INSTRUCTION

Author: Tom Hill, et al

Date: Unknown

Source: Video Service Program
P.O. Box 10
Milford, Ne. 68405

Cost: $1.50

OBJECTIVES: 1) Apply concepts of action research to investigate an instructional practice, and 2) help improve current methods of instruction.

DESCRIPTION: This 12-page learning package encompasses an action research model. Each lesson develops one level of the model: Identification of Concern, Formulating a Hypothesis, Design for Implementing the Desirable Practice, Plan for Collecting Data, and Evaluating Results and Forming Conclusions. Each lesson contains narrative study material and exercises. With its brief format, this package should assist teachers and SBTEs to do rewarding on-site research.

4.2

CHILD CARE AND DEVELOPMENT

Author: Unknown

Date: Current

Source: McGraw-Hill Films, Inc.
1221 Ave. of the
Americas
New York, N.Y. 10020

Cost: $68.00
Individual Filmstrip, $11.00
Individual Records, $8.00
Individual Cassettes, $8.00

OBJECTIVES: 1) Become familiar with different stages of mental development in children, develop understanding of how children learn skills, and 3) design activities that stimulate intellectual development.

DESCRIPTION: This set contains four, 6-minute filmstrips with accompanying cassettes or records and filmstrip guides. The filmstrips discuss some of the intellectual and emotional needs of children and offer suggestions as to how these needs can best be met. "Intellectual Development of Children" describes recognizable symptoms of readiness and outlines activities that stimulate development. "Discipline and Punishment" shows various discipline sets, accentuating loving attention. "Influence on Children" surveys different types of neighborhoods and the role of adults in preparing children to cope with a variety of places, people, and situations. "Anxieties of Children" shows typical family situations that might create stress in a child.

EVALUATION: The scope of the material covered in this kit and the suggestions made for designing stimulating activities make this a useful training instrument.

CHILD DEVELOPMENT AND PERSONALITY

Author: Paul H. Mussen, et al Date: 1974

Source: Harper and Row Pub. Cost: $14.95
10 E. 53rd St.
New York, N.Y. 10022

OBJECTIVE: View clearly the complex nature of the physical, psychological, and social forces that influence children's behavior at each age period.

DESCRIPTION: The text includes: The Role Poverty and Racial/Ethnic Discrimination Play in Child Development; Effects of Programs of Cultural Enrichment for Socio-economically Disadvantaged Children; Influence of Early Stimulation on Cognitive Development and Personality; Consequences and Differences in Rearing Children in Nuclear, Extended Families, Day Care Centers, etc.; and Parent-Child Relationships that Promote Self-Realization, Independence, and Emotional Security.

This textbook provides some new information on child development and personality which is relevant to the contemporary educator.

4.4

DISCOVERING PIAGET, A GUIDE FOR TEACHERS

Author: Richard M. Gorman Date: 1972

Source: Charles E. Merrill Pub. Co.
1300 Alum Creek Dr.
Columbus, Ohio 43216
Cost: $5.50

OBJECTIVES: 1) Gain an understanding of the theory of Piaget, and 2) increase ability to apply Piaget's theories to teaching.

DESCRIPTION: This is a guided-discovery approach to the work of Piaget, following the format of: a) expository text or problem plus sample transcripts, b) a question, c) two or three possible answers, and d) an explanation for each answer. A review at the end of each chapter is also included.

EVALUATION: This is an excellent source for those teachers or SBTEs who wish to gain a better understanding of Piaget.

GROWING MIND

Author: Time/Life	Date: Current
Source: Discovery and Experience Series Time/Life Films, Inc. 43 West 16th St. New York, N.Y. 10011	Cost: Individual films, \$250.00 Series, \$2,000.00 Rental, Individual films, \$30.00 Series, \$250.00

OBJECTIVES: 1) Identify teaching situations which foster thinking, 2) become familiar with the stages of a child's thinking, and 3) relate various theories to classroom use.

DESCRIPTION: The theories of Piaget and others are introduced and related to a need for elementary education based on activity, discussion, and the growth of social relationships. Four stages are presented: Sensory-Motor Development (birth to 18 months); Pre-Conceptual Stage, (18 months/2 years to 4½ years); Intuitive Stage, (4½ years to 7 years); and Concrete Operations (7 to 12 years).

This series can serve as a linking tool for relating theory to practice in the elementary classroom. It will also help a teacher think about the kind of learning atmosphere he or she is building.

4.6

KEEPING PACE WITH CHANGE/UPDATED TEACHING TECHNIQUES

Author: Donald R. Cruickshank
Date: Current

Source: Instructional
Dynamics, Inc.
450 E. Ohio St.
Chicago, Ill. 60611

Cost: $54.50

OBJECTIVES: 1) Update teaching techniques in language arts, 2) update teaching techniques in social studies, and 3) update teaching techniques in mathematics.

DESCRIPTION: A group of specialists discuss, on this six-cassette program, teaching techniques they have found effective in their particular fields. Topics covered include: Teaching listening with Dr. Martha King...Teaching Reading with Dr. Victor Rental...Teaching Mathematics with Dr. Lorren Stull...Teaching social studies with Dr. James Burr...Teaching spelling with Miss Katy Gould and Teaching Composition with Professor Esther Schatz.

PRINCIPLES OF CLASSROOM LEARNING AND PERCEPTION

Author: Richard J. Mueller   Date: 1974

Source: Praeger Pub., Inc.   Cost: Consult Source
200 Park Ave.
New York, N.Y. 10017

OBJECTIVES: 1) Focus on the three major concerns in schools, and 2) acquire current research information in regard to these three concerns.

DESCRIPTION: This book is written with the philosophy that a teacher must function as a "behaviorist" (facilitator) in some situations and as a "perceptualist" in others if he or she is to be effective in understanding and guiding children. The text emphasizes three major concerns: The Process of Learning, Psychology and the Child, and Factors in Classroom Learning.

The primary purpose of this book is to supply introductory theoretical material supplemented with some informal classroom applications. The revised and updated edition, due in 1977, takes a look at what is happening in the classroom rather than a strictly theoretical approach to what is happening to the methodology of teaching.

4.8

TEACHERS MAKE A DIFFERENCE

Author: Thomas L. Good, et al   Date: 1975

Source: Holt, Rinehart, and Winston, Inc.   Cost: $5.95
383 Madison Ave.
New York, N.Y. 10017

OBJECTIVES: 1) Increase use of research data to improve educational practice, and 2) understand the role of and/or integration of research findings into educational practices.

DESCRIPTION: The book follows a professional textbook format and includes review of recent findings in the area of research which would be of interest to the classroom teacher. The fact that the book is directed to the teacher and includes up-to-date research findings and reviews of literature in the field of research make this of interest to educators.

THE LEARNING CENTER BOOK: AN INTEGRATED APPROACH

Author: Tom Davidson, et al   Date: 1976

Source: Order Dept.   Cost: $7.95
Goodyear Publishing Co.
1640 Fifth St.
Santa Monica, Calif. 90401

OBJECTIVE: Apply integrated learning center approach to increase motivation of elementary classes.

DESCRIPTION: This 181-page manual describes over 50 field-tested, ready-to-use learning centers. Each integrates different segments of the curriculum into a central learning area. All the centers were class tested by pre-service and in-service teachers, and each was found to motivate children, hold their interest, and teach identified concepts. Content divisions include: Language Arts, Mathematics, Science, Social Studies, Creative Arts, and Integrated Centers.

4.10

UNDERSTANDING SCHOOL LEARNING: A NEW LOOK AT EDUCATIONAL PSYCHOLOGY

Author: Michael J.A. Howe Date: 1972

Source: Harper and Row Pub. Cost: $6.95
10 E. 53rd St.
New York, N.Y. 10022

OBJECTIVES: 1) Develop a broader understanding of human learning processes, 2) utilize understanding in making intelligent classroom decisions.

DESCRIPTION: This text emphasizes meaningful learning situations and contains two related themes: that human behavior is strongly influenced by human needs and, that for learning to be effective, the learner must proceed in a highly active manner, organizing, interpreting, and coding the information that is confronted. The primary aim of this book is to be useful and relevant to those who teach in schools through the use of classroom situations which fulfill identified student needs.

COMPETENCY FIVE

Assist teachers to develop a personal teaching style consistent with their own philosophy.

How does one become a good teacher? By years of trial and error? Through some magical stroke bestowed by an invisible fairy godmother at an early age? By enrolling in the latest, personality-building course? Perhaps some teachers have reached a level of expertise through one of these avenues. For most of us, however, the road to excellence leads past a lot of hard work, study, and experimentation. The SBTE can prove of invaluable aid in helping teachers grow toward the personal style and philosophy they want to reach.

DEMONSTRATE UNDERSTANDING OF TEACHING MODELS AND PHILOSOPHIES	5.2, 5.3, 5.4, 5.9, 5.10, 5.11
AWARENESS OF RESEARCH ON TEACHER BEHAVIORS/PUPIL OUTCOMES	5.1, 5.2, 5.6, 5.7, 5.9, 5.11
ASSESS PHILOSOPHICAL FRAMEWORK OF TEACHER	5.3, 5.4, 5.9
GUIDE TEACHER IN ANALYZING AND MODIFYING TEACHING STYLE	5.1, 5.2, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11
GUIDE TEACHER'S DEVELOPMENT OF NEW PRACTICES	5.2, 5.3, 5.5, 5.7, 5.8, 5.10, 5.11
DEMONSTRATE DIFFERENT TEACHING STYLES FOR CRITICAL REVIEW	5.3, 5.5, 5.8, 5.10, 5.11

5.1

ANYTHING THEY WANT TO BE

Author: Unknown
Date: 1974

Source: Lifelong Learning
University Extension
University of Calif.
Berkeley, Calif. 94720

Cost: $95.00
Rental, $12.00

OBJECTIVES: 1) Better comprehend various academic needs of male and female students, and 2) recognize sex-role stereotyping within the school framework.

DESCRIPTION: Sex role sterotypes in intellectual and career-oriented activities are explored through this 7-minute color film. Both elementary and high school events are covered. Specific ways in which sex bias manifests itself are examined.

5.2

CLASSROOM GROUPINGS

Author: Gordon Lawrence, et al Date: Current

Source: Panhandle Area Cost: $.85
Educational Cooperative
P.O. Drawer 190
Chipley, Fla. 32428

OBJECTIVES: 1) Identify the general potentials and limitations of various classroom groups, and 2) utilize the knowledge gained in a teaching situation.

DESCRIPTION: This 27-page module requires the participant read about different kinds of student groupings, their rationale, and application. Opportunity is provided for applying the knowledge to selected grouping situations.

5.3

FLOWERS CAN EVEN BLOOM IN SCHOOLS

Author: Marcia H. Perlstein Date: Current

Source: Westinghouse Learning Press Cost: $6.00
Division of Westinghouse Learning Corp.
770 Lucerne Dr.
Sunnyvale, Calif. 94086

OBJECTIVES: 1) Increase achievement of learning goals through improved teaching techniques, 2) increase use of techniques for individualizing instruction, and 3) work toward an effective balance between freedom and discipline.

DESCRIPTION: This collection of articles suggests techniques for improving human relationships in a variety of learning situations. The emphasis is on the teacher as a model and on guidelines for formulating school philosophy.

5.4

FOUR TEACHERS

Author: McGraw-Hill

Date: Current

Source: National Film Board of Canada
16th Floor
1251 Ave. of the Americas
New York, N.Y. 10020

Cost: $330.00
Rental, $30.00

OBJECTIVES: 1) Broaden vision of educational philosophy, and 2) recognize and define personal philosophy of teaching.

DESCRIPTION: The film surveys teaching in four countries: Japan, Poland, Puerto Rico, and Canada. Four different approaches to learning which reflect philosophies of education are portrayed and followed by a discussion between university professor and grade school teacher. This film affords educators a view of educational philosophy as applied to teaching practices in other cultures.

HOW CAN YOU APPLY TEAM-TEACHING AND NON-GRADING TO YOUR SCHOOL?

Author:	John Goodlad and Madeline Hunter	Date:	Current
Source:	Special Purpose Films 26740 Latigo Shore Dr. Malibu, Calif. 90265	Cost:	$175.00 Rental, $45.00/3 days

OBJECTIVE: View effect of teaching styles and peer group composition on student placement.

DESCRIPTION: In film-lecture presentation, Madeline Hunter discusses elements of teaching style and peer group composition and how they affect placement of students in instructional groups. She presents practical decision-making problems that principals and teachers confront in applying team teaching and non-grading to the classroom. 16mm/b&w/35 minutes.

5.6

I IS FOR IMPORTANT

Author: Unknown
Date: 1974

Source: Life Long Learning
University Extension
University of California
Berkeley, Calif. 94720

Cost: $160.00
Rental, $15.00

OBJECTIVE: Improve ability to spot sex role stereotyping in school environment.

DESCRIPTION: This 12-minute color film focuses on sex role stereotyping in social interactions and emotional expression. Sex role biases displayed by teachers in their disciplinary actions and pupil task assignments, resistance by children to role reversal in kindergarten play, as well as other ramifications of sex role stereotyping are explored. Pupils range from kindergarten through eighth grade.

NO MORE TEACHER, NO MORE BOOKS

Author: Unknown Date: 1971

Source: Lifelong Learning Rental: $28.00
University Extension
University of California
Berkeley, California 94720

OBJECTIVES: 1) Examine changing role of teacher in educational framework, and 2) learn of new trends in education and classroom structures.

DESCRIPTION: This 22-minute color film claims that traditional North American educational systems, which emphasize role and authority of teacher, have failed. The open classroom and other student-oriented educational methods, as well as increased use of computers and other electronic learning aides are examined. The film also includes interviews with sociologists and leading educational innovators.

5.8

PERCEIVED PURPOSE

Author: W. James Popham   Date: Current

Source: Vimcet Associates   Cost: $18.00
Box 24717
Los Angeles, Calif. 90024

OBJECTIVES: 1) Identify four procedures for promoting perceived purpose, and 2) develop instructional activities incorporating each procedure.

DESCRIPTION: This 30-minute filmstrip-tape deals with the necessity of having learners perceive the worth of what they are studying. Four different methods of promoting a suitable learning set are treated by deduction, induction, exhortation, and extrinsic rewards.

The filmstrip would be beneficial in helping teachers understand how to approach a particular learning situation. This, in turn, should influence classroom environment.

SYSTEMATIC INSTRUCTIONAL DECISION-MAKING

Author: W. James Popham   Date: Current

Source: Vimcet   Cost: $17.00
Box 24717
Los Angeles, Calif. 90024

OBJECTIVES: 1) Increase awareness of teaching styles as they affect pupil outcomes, and 2) assist teacher to assess philosophical framework.

DESCRIPTION: In filmstrip-tape presentation a general instructional model is described which can be used by teachers in deciding which instructional activities to include in a teaching sequence and whether the instructional sequence was effective. Differences between the "teacher-artist" and "teacher-technician" concept of instruction are examined. Instructor's manual included. Completion time is 30 minutes.

5.10

TEACHING STRATEGIES

Author: Judith E. Henderson and J. Bruce Burke

Date: Current

Source: Michigan State Univ.
College of Education
East Lansing, Mi. 48823

Cost: Consult Source

OBJECTIVE: Recognize, interpret, and analyze educational concepts as illustrated by the film and accompanying guide.

DESCRIPTION: These are protocol materials to be used in teaching the following concepts contained on film: "Operant Learning," "Positive Reinforcement," "Shaping, Negative Reinforcement, Respondent Learning," and "Model Learning." All segments are geared for a wide population and are adaptable to a variety of means of presentation. They can be used in carrels for individual learning, in large lecture sections, or in small seminars. There are ten b&w films, 16mm, which take 5 minutes each. The product is also available in Super 8 Cassettes. Completion time is 6 hours.

EVALUATION: Although this material has not been previewed by the writer, it reflects four major philosophies with which educators should be familiar.

THE PROCESS OF TEACHING

Author: Lanier, Barnes, and Byers — Date: Current

Source: Marketing Division
Instructional Media Center
Michigan State Univ.
East Lansing, Mi. 48824

Cost: $494.00
Rental, $24.25

OBJECTIVES: 1) Identify and define the tasks of teaching in both filmed and live instances, and 2) generate examples of the application of these tasks to various classroom and instructional settings.

DESCRIPTION: This unit consists of a 79-page manual containing pre- and post-tests, and two 16mm color films which describe the major tasks necessary in organizing for effective teaching. One film offers examples from the intellectual domain while the other illustrates the social-emotional domain. In each, the major tasks described are Assessment, Goal Setting, Strategies, and Evaluation. Completion time is six to nine hours.

EVALUATION: The material has been extensively tested at MSU with preservice teachers and at other universities with several groups of inservice teachers. Learners have rated this material as "relevant," "useful," and "high in technical quality."

COMPETENCY SIX

Assist teachers to improve their understanding of basic concepts and theories of the subjects they teach.

Teacher A's class is always busy. The student's pens fairly fly across the pages of their notebooks. The blackboards are filled with information and the bulletin board is well...inspirational. Yet somehow Teacher A's students consistently score low on the yearly achievement tests. Since everything seems to be going well, what's going wrong? The SBTE who encounters this situation may find that in spite of all the activity, the curriculum is simply not getting through to the class. This teacher needs assistance, perhaps in scope and sequence of subject matter, perhaps in locating effective resources, perhaps even in understanding how and what to teach. The following resources are provided to assist the SBTE in providing help.

SCOPE AND SEQUENCE OF SUBJECT MATTER	6.1, 6.4, 6.6, 6.9, 6.11, 6.12, 6.14, 6.15
PHILOSOPHICAL POSITIONS OF DIFFERENT CURRICULAR PROGRAMS	6.3, 6.5, 6.13
RESOURCE PERSONNEL AND MATERIALS	6.1, 6.2, 6.3, 6.5, 6.6, 6.7, 6.8, 6.10 6.11, 6.12, 6.13, 6.14

CLASSROOM INSTRUCTIONAL TACTICS

Author: W. James Popham
and Eva L. Baker

Date: Current

Source: Prentice-Hall, Inc.,
Englewood Cliffs, N.Y.
06732

Cost: Consult Source

SUPPLEMENTARY MATERIALS:

Set of filmstrip-tapes
Vimcet Assoc., Inc.
P.O. Box 24714
Los Angeles, Calif. 90024

OBJECTIVES: 1) Write effective lesson plans, 2) individualize instruction, 3) improve ability to teach reading, 4) open classroom structure, and 5) improve classroom discipline.

DESCRIPTION: This book consists of a collection of six self-instructional programs designed to be completed individually by the reader. Each of the programs is intended to provide one or more tangible competencies which can be employed by a teacher in designing and conducting instructional activities. Experienced teachers will find that the topics treated in the program bear upon practical classroom decisions they must make regarding their instruction. The six programs include writing lesson plans, individualizing instruction, teaching reading, opening classroom structure, and discipline in the classroom. Participants proceed through each program at their own pace with self-checks provided for preliminary tasks.

6.2

CLASSROOM STRATEGIES FOR TEACHING MATHEMATICS

Author: J. Fred Weaver
Date: Current

Source: Dr. Jenny R. Armstrong
President & Executive Director
The Armstrong Child Advocacy & Study Center, Inc.
1114 University Bay Dr.
Madison, Wi. 53705

Cost: Consult Source

OBJECTIVE: Add one new topic to the mathematical instruction program (e.g. geometry).

DESCRIPTION: The kit was designed primarily for individual work, although a small group could work together. Contents include one cassette tape, one guide, three reprints, and an evaluation form. The kit is limited in its use because of its specificty of subject matter. It does, however, embody worthwhile concepts and a concise manner of approach.

6.3

CONCEPT FORMATION - CONCEPT TEACHING

Author: Earl G. Bagley　　Date: Current

Source: College of Education　　Cost: Consult Source
University of Georgia
Athens, Ga. 30601

OBJECTIVES: 1) Given a list of concepts, write four attributes for each concept; 2) demonstrate understanding of Gagne's model for teaching a concept by writing examples and non-examples for a given concept and by placing them along with teacher statements in correct order based on the model; 3) using a unit of instruction in an elementary social studies textbook, identify two or more key concepts in the unit, and write a lesson plan showing the methods and materials to be used in teaching one of these concepts; and 4) using the lesson plan as a guide, teach the selected concept to elementary school children at a grade level of choice.

DESCRIPTION: In Module #3 (36 pages) the participant follows the lesson plan form presented in the module to develop his own lesson plan focusing on a particular concept. Included in the module are all reading materials, activity worksheets, examples of concepts, planning forms for lessons on concept teaching, and an illustration teaching a fictitious concept.

6.4

DEVELOPMENT OF HIGHER LEVEL THINKING ABILITIES

Author: John A. McCullom and Rose Marie Davis

Date: 1972

Source: Commercial-Education Distributing Services
P.O. Box 3716
Portland, Ore. 97208

Cost: Instructor's Guide, $19.00
Participant Materials, $13.25

OBJECTIVES: 1) Understand and use the thinking processes of Concept Diagnosis, Interpretation of Data, and Application of Knowledge; 2) analyze a body of knowledge for its structure and apply the above process; and 3) program an instructional unit which systematically develops the thinking abilities of students.

DESCRIPTION: The Development of Higher Level Thinking Abilities training program consists of 29 units which involve 42 hours of instruction. Areas included in these units are sensitivity experiences, a knowledge base, simulation and laboratory experiences, and application. The sensitivity experience includes role playing in which participants involve themselves in using the process as pupils would in the classroom. Initial involvement is followed by a didactic presentation on theory and techniques relative to the knowledge base. Each process is broken down into its component parts and simulated. Behaviors which characterize the studied processes are exhibited by the participants who subsequently engage in active dialogue with other participants when confronted with a problem situation. Each participant teaches the process in a classroom at the appropriate grade level and is under observation with systematic data collection and feedback on behavior. Application activities involve each participant being asked to program an instructional sequence which utilizes the processes presented in his chosen curriculum area. A world map, newsprint, chalkboard, and a 16mm film projector are required.

This item should prove valuable to the SBTE who is successful in securing the necessary block of time and a number of workshop participants.

ENGLISH TEACHING TOMORROW

Author: Unknown	Date: Current
Source: Stuart Finley, Inc. 3428 Mansfield Rd. Falls Church, Va. 22041	Cost: $250.00 Rental, $35.00

OBJECTIVES: 1) Understand particular philosophical position of approaches to teaching English, and 2) learn how to establish standard English usage.

DESCRIPTION: This film provides insights into teaching approaches for correcting and establishing standard English usage. Unsuccessful methods employed by teachers are discussed, and alternative techniques for encouraging communication in standard usage are then recommended. 16mm/color/24 min. Part of Series: Language... the Social Arbiter.

6.6

FOUR CONS OF TEACHING

Author: Unknown Date: Current

Source: WILKIT Educators Trust Cost: Consult Source
Weber State College
Ogden, Utah 84403

OBJECTIVES: 1) Demonstrate ability to plan and teach lessons which effectively utilize: higher order questions, contemporary element, concreteness, and a major concept in subject area; 2) demonstrate ability to effectively utilize conversational techniques in teaching; and 3) demonstrate ability to analyze effectiveness of lessons taught and make appropriate adjustments in subsequent lessons.

DESCRIPTION: WILKIT #1 (40 pages) includes two major phases. First, conceptual, concrete, contemporary, and conversational elements in a good lesson are described and discussed. The participant studies monographs, related readings, and video-tapes. The second phase involves planning and teaching lessons including the Four Cons for peer and self-assessment. Module utilizes but does not include readings from Sanders, Grossier, Far West Lab., and four video-tapes. Learning experiences included in module: monograph, "The Four Cons of Teaching" (11 pages); video-tape review guides; lesson critique forms; guide for micro-teaching; self-test on Sanders; self-test on Four Cons; peer teaching, scheduled and completed; and micro-teaching, scheduled and completed. Completion time is 24 to 28 hours.

6.7

HOW TO CREATE READING SKILLS CENTERS

Author: Unknown

Date: Current

Source: Educational Insights, Inc.
20435 S. Tillman Ave.
Carson, Calif. 90745

Cost: $6.95, Product #9128

OBJECTIVE: Create a reading skills learning center.

DESCRIPTION: This kit consists of an oversized file box filled with descriptions of reading skills and instructions about how to set up learning centers to reinforce skills. The file cards contain a variety of innovative ideas. This is an excellent quick reference to help one get ideas for organizing learning centers to build reading skills. Although this item is structured for elementary teachers, other level teachers might adapt many of the ideas to their areas. Two additional kits are available at the same price: "How to Create More Reading Centers" and "How to Create Math Centers."

6.8

INVOLVING THE CHILD IN LANGUAGE ARTS

Author: Alvina Treut Burrows   Date: Current

Source: Listener Corp.   Cost: $69.95
6777 Hollywood Blvd.
Hollywood, Calif. 90028

OBJECTIVE: Involve pupils in use of language for communication.

DESCRIPTION: Five audiotapes by Burrows stress individualizing instruction in the language arts by involving the child in the process of communication. "Practical Oral Communication" stresses importance of free talk, setting goals for listeners, and informal discussion groups, and includes questions for discussion. "Creative Oral Communication" stresses aesthetic values of creative oral reading with choral reading by pupils included. Instructions for setting up program of drama are given. In ""Practical Writing" various facets of written composition are discussed such as use of student's dictations, written compositions, and suggestions for oral reports and note-taking. In "Personal Writing" imaginative writing complements factual writing, including sources and method for developing this skill. "Language Arts Skills" features individualized teaching of skills including current insights on teaching spelling, linguistic helps, testing, and use of oral language skills. Completion time is 5 hours.

6.9

LEARNING OBJECTIVES FOR INDIVIDUALIZED INSTRUCTION AND BEHAVIORAL OBJECTIVES, A GUIDE TO INDIVIDUALIZING LEARNING

Author: Westinghouse Learning Press
Date: Current

Source: Westinghouse
Learning Press
Publications
770 Lucerne Dr.
P.O. Box 9035
Sunnyvale, Calif. 94086

Cost: $125.00 set

OBJECTIVE: Increase ability to transmit subject concept.

DESCRIPTION: The combined eight volumes, four in each set contain together 10,000 instructional objectives broken into major subject areas, areas of specific study, and transitional or enabling objectives. Related objectives are cross referenced. This is a complete guide to writing objectives for Language Arts, Science, Social Science, or Mathematics.

OVERVIEW: LISTEN-LOOK-LEARN (A MULTIMEDIA COMMUNICATION SKILLS SYSTEM) TEACHER'S GUIDE VOL. I

Author: Unknown

Date: Current

Source: Educational Development Lab.
Singer School Division
Random House, Inc.
284 Pulaski Rd.
Huntington, N.Y. 11744

Cost: Consult Source

OBJECTIVE: Develop an individualized, multimedia reading program.

DESCRIPTION: The Teacher's Guide of this learning system has been divided into overview, classroom organization, evaluation and Appendix. Listen-Look-Learn is designed to develop a beginning reading program which is characterized by multimedia, multimodel, multilevel, self-pacing, and auto instructional phases. The overview section describes the theoretical framework and operational requirements of the system. The suggested activities are intended as launching pads to stimulate imagination of both teachers and students. Classroom organization section includes suggestions for providing a climate in which each child moves toward independence in learning. To implement the system with optimum effectiveness, attention is given to the planning of physical facilities, scheduling of instruction in the four basic phases of the program, and the personalizing of instruction throughout all phases. This is an adaptable program.

6.11

PERSONALIZING MATH

Author: Lola J. May
Date: Current

Source: Listener Corp.
6777 Hollywood Blvd.
Hollywood, Calif. 90028
Cost: $69.95

OBJECTIVE: Fit content, methods, and expectations to the ability of individual students from kindergarten through primary grades.

DESCRIPTION: This kit includes the following five audiotapes by May on individualizing math programs for elementary grades: 1) "Creating the Environment": principles and methods of introducing the inquiry approach to mathematics including role of the teacher, role of the child, and evaluation; 2) "Number Experiences": concepts and methods for introducing the idea of number to the primary grades including materials and basic concepts; 3) "Computation - Four Operations": detailed instruction for establishing a real understanding of addition, subtraction, multiplication, and division; 4) "Geometry in the Primary Grades": readying the students for more advanced work, creating an alternative to number, and including usable activities and materials; and 5) "Measurement": building skills for practical use as well as models for mathematics. Completion time is 5 hours.

Although this cassette tape set is limited because it is intended for those working with elementary and early childhood areas, the concepts covered are useful ones.

PLANNING AN INSTRUCTIONAL SEQUENCE

Author: W. James Popham and Eva L. Baker

Date: 1973

Source: Prentice-Hall, Inc.
Englewood Cliffs, N.J.
06732

Cost: Consult Source

SUPPLEMENTARY MATERIALS:

Set of filmstrip/tapes
Vimcet Assoc., Inc.
P.O. Box 24714
Los Angeles, Calif. 90024

OBJECTIVE: Develop competencies in six areas which can be utilized in making instructional decisions and in designing instructional sequences.

DESCRIPTION: This book consists of a collection of six self-instructional programs. The programs included are: Making Instructional Decisions, Appropriate Practice, Knowlege of Results, Analyzing and Sequencing Learner Behaviors, Perceived Purpose, and Evaluation. Participants proceed through each program at their own pace with self-checks provided for preliminary tasks. A set of coordinated filmstrip/tape instructional programs is available.

6.13

PROTOCOL MATERIALS: INSTRUCTIONAL CONCEPTS

Author: Celeste Woodley
Date: 1976

Source: National Resource &
Dissemination Center
University of South Florida
FAO 268
Tampa, Fla. 33620

Cost: $480.00
Rental, $63.00

OBJECTIVES: 1) Increase participant's ability to conceptualize, 2) enable participant to interpret classroom behavior viably in terms of abstract instructional concepts, and 3) diagnose instructional situations in a way which allows for better instructional decisions.

DESCRIPTION: Series contains four 16mm color films, two color filmstrips, and one cassette with individual instructor's guides, student handouts and criterion tests. Titles include Conceptualizing the Process of Instruction, Verbal Interaction in the Cognitive Dimension, Organizing Facts to Teach Meaningful Relationships, Fair Verbal Behavior, and Learners and Their Characteristics. The series deals with a broad range of teacher behaviors and student attitudes that may be influenced by such behaviors. Protocols were produced in a secondary social studies setting, but content is not contingent upon that area.

6.14

SELECTING APPROPRIATE EDUCATION OBJECTIVES

Author: W. James Popham Date: 1973

Source: Prentice-Hall, Inc. Cost: Consult Source
Englewood Cliffs, N.J.
06732

SUPPLEMENTARY MATERIALS:

Filmstrip-tape #3 Cost: $15.00
Vimcet Assoc. Guide, $2.00
P.O. Box 24714
Los Angeles, Calif. 90024

OBJECTIVES: 1) Distinguish correctly between written objectives representing the cognitive, affective, and psychomotor domains of pupil behavior; 2) having properly identified cognitive objectives, classify them as belonging in a) the lowest, or b) higher than the lowest level of the cognitive domain; and 3) on an attitude inventory, achieve post-instructional scores that reflect a positive attitude toward behavioral objectives.

DESCRIPTION: This program (book plus supplemental materials) was developed to promote a positive attitude toward behaviorally-stated objectives. The reader is given practice in using modified versions of the Taxonomies of Educational Objectives developed by Benjamin Bloom, David Krathwohl, and their associates. The program is designed so that participants will recognize and be able to formulate operationally-stated instructional objectives. Part of the Prentice-Hall Competency Development System.

THE LEARNING CENTER BOOK: AN INTEGRATED APPROACH

Author: Tom Davidson, et al Date: 1976

Source: Order Dept. Cost: $7.95
Goodyear Publishing Co.
1640 Fifth St.
Santa Monica, Calif. 90401

OBJECTIVES: 1) Integrate subject concepts, and 2) improve ability to encompass scope and sequence of subject areas.

DESCRIPTION: This 181-page manual describes over 50 field-tested, ready-to-use learning centers. Each integrates different segments of the curriculum into a central learning area. All the centers were class-tested by pre-service and in-service teachers, and each was found to motivate children, hold their interest, and teach identified concepts. Content divisions include: Language Arts, Mathematics, Science, Social Studies, Creative Arts, and Integrated Centers.

COMPETENCY SEVEN

Assist teachers to understand and use techniques and instruments designed to diagnose students' academic and social development needs.

It's not who you are, but what you know--at least with respect to Competency Seven. If when a teacher hits a stumbling block the SBTE knows and can recommend useful resources, he or she can be of service. If the SBTE can demonstrate how to break down a problem, apply the appropriate diagnostic instruments and assess the results, he or she has created a service bond upon which a sturdy professional relationship can be built. Listed below are some resources to increase your repertoire for using diagnostic techniques and instruments to reach students' academic and developmental needs.

IDENTIFY APPROPRIATE RESOURCES 7.3, 7.5, 7.7

IDENTIFY OR DEVELOP SPECIFIC DIAGNOSTIC INSTRUMENTS 7.2, 7.3, 7.5, 7.7

APPLY AND INTERPRET DIAGNOSTIC INSTRUMENTS 7.1, 7.3, 7.4, 4.5

SPECIFY BEHAVIORAL INDICATORS 7.1, 7.2, 7.5, 7.6, 7.7

DEMONSTRATE TASK ANALYSIS 7.2, 7.5

DEMONSTRATE OBSERVATION SKILLS FOR DIAGNOSTIC PURPOSES 7.1, 7.3, 7.4, 7.5

7.1

EXCEPTIONAL TEACHING

Author: Owen R. White and Norris G. Haring
Date: 1976

Source: Charles E. Merrill Publishing Co.
1300 Alum Creek Dr.
Columbus, Ohio 43216
Cost: Consult Source

OBJECTIVES: 1) Pinpoint the behaviors which are most important to a child's growth, 2) collect information about the child's progress, and 3) determine the effectiveness of techniques and materials.

DESCRIPTION: This is a competency-based multimedia training package which contains eight modules and audio-visual programs. For each of the four sections, participants read introductory material, watch an audio-visual demonstration of the target skill, practice what has been demonstrated, and evaluate their own performance. Mediapax programs are available in film loops and audio tape machines, videotape equipment, or 16mm film projector.

The rehearsal and self-evaluation factors of this training kit increase its effectiveness in diagnostic skills improvement.

7.2

THE FOUR FACES OF TEACHING, THE ROLE OF THE TEACHER IN HUMANIZING EDUCATION

Author: Dorothy Seaberg   Date: 1974

Source: Goodyear Publishing   Cost: $8.50
Co.
1640 5th St.
Santa Monica, Calif. 90401

OBJECTIVES: 1) Increase understanding of the teacher role, 2) define observable teacher behaviors, 3) understand guidelines for achieving the teacher role, and 4) learn diagnostic procedure which compliments desired teacher role.

DESCRIPTION: Four major teacher role functions and their observable behaviors are analyzed: Relationships, Mediation, Diagnosis, and Choreography. "The Face of Relationships" explores the classroom environment, the relating teacher, including three models of relationships, and classroom relationships. "The Face of Mediation" focuses on the technological environment of the classroom, the teacher as a mediator, and techniques for making learning relevant. In "The Face of Diagnosis," emphasis is on the function and tools of diagnosis, and a diagnostic case study is included in the final chapter. "The Face of Choreography" pinpoints the teacher's role in developing and maintaining the aesthetic environment of the classroom. Checklists, teacher behavior inventories, study helps, and class activities at the end of each section are among many helps and suggestions included in this book.

EVALUATION: This entry has received several recommendations as a helpful source for understanding and improving teaching, and is lauded for its practical approach.

MAINTAINING SANITY IN THE CLASSROOM: ILLUSTRATED TEACHING TECHNIQUES

Author: Rudolf Dreikurs, et al
Date: 1971

Source: Harper & Row
10 E 53rd St.
New York, N.Y. 10022
Cost: $9.95

OBJECTIVES: 1) Improve diagnostic skills, 2) upgrade problem-solving abilities, and 3) improve classroom climate.

DESCRIPTION: The theories expressed in this text are based on the work of Viennese psychiatrist Alfred Adler. The child is viewed as a social being seeking his or her proper place in an environment. The need to belong to a social group is the strongest motivation upon which teachers can capitalize. The text advocates teachers establishing a democratic climate and using group dynamics in solving problems. The authors include numerous case studies, dialogues and examples which illustrate diagnostic techniques and effective democratic methods. Chapter Four entitled "Coping with Specific Problems" takes an interesting approach to learning difficulties. The authors relate the problem to the model for behavior goals, i.e., the child's behavior is well-designed and he or she continues patterns of perceptual difficulties as long as he or she achieves desired results.

Adler's "no nonsense" approach coupled with case studies, dialogues and examples make this a valuable training aid.

7.4

MEASUREMENT AND ANALYSIS OF BEHAVIORAL TECHNIQUES

Author: John O. Cooper   Date: 1974

Source: Merrill Publishing Co.   Cost: $5.95
1300 Alum Creek Dr.
Columbus, Ohio 43216

OBJECTIVES: 1) Conduct observations of student behavior, 2) evaluate observation results, and 3) modify instruction when necessary.

DESCRIPTION: This is one of a series of books on behavioral techniques whose aim is to improve academic and social instruction. In this text, tactics and procedures are presented for measuring and analyzing school related behavior. The three parts, Measurement, Reporting Teaching Effects, and Analytic Teaching focus on such techniques as observational recording, graphic presentations, and instrumentation for observational recording. Sound ideas are offered for evaluating instruction in functional ways.

MEASUREMENT AND EVALUATION IN TEACHING

Author: Norman E. Gronlund Date: 1976

Source: Macmillan Publishing Cost: $12.95
Co., Inc.
866 Third Ave.
New York, N.Y. 10022

OBJECTIVES: 1) Identify and define instructional objectives in behavioral terms, 2) construct or select evaluation instruments that most effectively appraise specific learning outcomes, 3) use the results to increase learning, and 4) use the results to improve teaching.

DESCRIPTION: This book, designed for classroom teachers, contains such information as: the role of evaluation in instruction; curriculum development, and program learning; condensed descriptions of the taxonomies of educational objectives, with illustrative objectives and lists of behavioral terms; and principles and procedures of standardized testing, including examples from some widely-used standardized tests. Special emphasis is placed on techniques for locating, selecting, and using tests effectively. Learning exercises are included at the end of each chapter. Statistical procedures receive minor attention in the body of the book and practical examples are used to clarify difficult points.

EVALUATION: A solid approach to assisting the educator who wishes to improve measurement and diagnostic skills. This would make an excellent reference text.

7.6

PROTOCOL MATERIALS: SELF-CONCEPT

Author: Walter R. Borg

Date: Current

Source: National Resource &
Dissemination Center
University of South Florida
FAO 268
Tampa, Fla. 33620

Cost: $467.50
Rental, $54.00

OBJECTIVES: Learn to use specific positive behaviors which affect pupil self-concept, and 2) learn to extinguish specific negative behaviors that can affect pupil self-concept.

DESCRIPTION: This series consists of four 16mm color films with individual student guides, observation sheets, and evaluation materials plus instructor's manual. Titles include: Self-Perception, Teacher Anger, and Verbal Description I and II. The series is based on the theoretical work of Ginott (1972) and Gordon (1970) and on recent research as cited in each module. The materials assume that teachers and others in positions of authority frequently behave differently toward different pupils in ways that tend to have an effect on the pupil's self-concept. Specific verbal strategies, showing both negative and positive examples which will help teachers improve the child's view of himself, are presented. Each module may be used for either group or individualized instruction. Each may be used alone or in any combination with the others.

7.7

UNDERSTANDING THE GIFTED

Author: Unknown Date: 1965

Source: Lifelong Learning Cost: Rental, $19.00
University Extension
University of California
Berkeley, Calif. 94720

OBJECTIVES: 1) Improve teaching skills with gifted children, 2) better understand psychological make-up of the gifted student and 3) become more aware of negative traits of the gifted.

DESCRIPTION: This color 33-minute film observes gifted children ranging from the fourth through the twelfth grade. Techniques of interview and group discussion are portrayed. Specific characteristics of the gifted such as their ability to handle symbols and generalizations, their creativeness, the high ideals and values often found among them as well as the frequent multiplicity of interest of this group are explored.

COMPETENCY EIGHT

Assist teachers to design, develop, and maintain environments that facilitate learning.

No educator contests the necessity of comfortable, appropriate surroundings if a student is going to achieve the most from the educational opportunities offered. Sometimes though, it's difficult to know what kind of physical setting will best support a piece of instruction. The SBTE can provide support in the area of planning an effective physical environment to increase the chances that the learning forces will get through and accomplish the goals which have been set. The following resources should assist the SBTE to make useful suggestions.

MATCH LEARNING ORGANIZATION TO PHYSICAL ENVIRONMENT	8.1, 8.2, 8.4, 8.7, 8.8, 8.11, 8.12
ANALYZE CONSTRAINTS OF VARIOUS PHYSICAL ENVIRONMENTS	8.3, 8.4, 8.6, 8.10, 8.11
CONSTRUCT PHYSICAL ENVIRONMENTS WHICH HELP REACH LEARNING OBJECTIVES	8.1, 8.2, 8.3, 8.4, 8.5, 8.9, 8.10 8.11, 8.12

8.1

CLASSROOM INSTRUCTIONAL TACTICS

Author: W. James Popham and Eva L. Baker
Date: 1973

Source: Prentice-Hall, Inc.
Englewood Cliffs, N.J.
06732
Cost: Consult Source

SUPPLEMENTARY MATERIALS:

Set of filmstrip-tapes
Vimcet Assoc., Inc.
P.O. Box 24714
Los Angeles, Calif. 90024

OBJECTIVES: 1) Write effective lesson plans, 2) individualize instruction, 3) improve ability to teach reading, 4) open classroom structure, and 5) improve classroom discipline.

DESCRIPTION: This book consists of a collection of six individual, self-instruction programs. Each of the programs is intended to provide one or more tangible competencies which can be employed by a teacher in designing and conducting instructional activities. Experienced teachers will find that the topics treated in the program bear upon practical classroom decisions. The six programs include writing lesson plans, individualizing instruction, teaching reading, opening classroom structure, and discipline in the classroom. Participants proceed through each program at their own pace with self-checks provided for preliminary tasks. If the coordinated filmstrip/tape instructional programs are used, a filmstrip projector and tape recorder will be needed.

8.2

CONDITIONS FOR EFFECTIVE LEARNING

Author: Ralph W. Tyler
Date: Current

Source: Vimcet Assoc.
Box 24717
Los Angeles, Calif. 90024
Cost: $18.00

OBJECTIVE: Increase expertise in establishing educational surroundings which support learning.

DESCRIPTION: In this audiotape presentation, Ralph Tyler uses his 40 years of experience to describe the conditions he believes teachers should arrange in order to promote effective learning. This item should spark many ideas for improving the physical atmosphere of learning.

ENVIRONMENTAL EFFECTS ON INTELLECTUAL DEVELOPMENT

Author: Rick F. Heber

Date: Unknown

Source: Dr. Jenny Armstrong
President & Executive Director
The Armstrong Child Advocacy & Study Center, Inc.
1114 University Bay Dr.
Madison, Wi. 53705

Cost: Consult Source, Kit #11

OBJECTIVE: Develop an understanding of how classroom environment affects intellectual development.

DESCRIPTION: Kit includes cassette tape, guide, two reprints, and an evaluation form. This kit can best be used as a source for individual work to develop one's own competency in this area.

8.4

INSTRUCTIONAL DEVELOPMENT

Author:	Indiana University	Date:	Current
Source:	Indiana University Audio-Visual Center Bloomington, Ind. 47401	Cost:	$110.00 Rental, $7.00

OBJECTIVE: Learn how to adapt physical environment to instructional needs.

DESCRIPTION: In this film, instructional development is a systematic approach to instruction based on decisions about the learner, learning, evaluation, and the learning environment. Using the subjects of tennis and music as examples, the film analyzes the learner in terms of prior attitudes and knowledge of the subject. All sub-tasks are identified and sequenced for learning, and performance standards for accuracy are designed. The environment is structured in terms of where instruction will take place, the types of media used, and the number of students involved.

EVALUATION: This item is recommended for its comprehensive approach which lets the participant experience a complete and organized planning experience.

INDIVIDUALIZING TEACHING AND LEARNING

Author: Virgil Howes and Robert Keuscher
Date: Current

Source: Listener Corp.
6777 Hollywood Blvd.
Hollywood, Calif. 90028
Cost: $79.95

OBJECTIVE: Learn to follow a step-by-step progression for opening the primary classroom to personalization of teaching and learning.

DESCRIPTION: Six audiotapes outline rationale, organization, and concerns in creating an open education program. "What and Why" defines individualized instruction and gives reasons why it is needed in America. "Beginning Steps and the Environment" outlines preconditions for open education. Strategies for beginning individualization are included. "Pupil Choice and Decision Making" describes how to combine freedom with order in the classroom. "Record-Keeping" provides suggestions to allay fears of outsiders, giving examples of students, teachers, and cumulative records. "Questions, Concerns and Problems" answers questions on how to sell program, train teachers, and suggestions for implementation of ideas in more traditional setting. "The Teacher's Role" describes new role of teacher in individualized instruction requiring more trust in learner, need for exciting motivation, open atmosphere, and being a good responder and facilitator. Completion time is 6 hours.

8.6

LOOKING IN CLASSROOMS

Author: Thomas L. Good and Jere E. Brophy

Date: 1973 (Second Edition due Spring, 1978)

Source: Harper and Row
10 E. 53rd St.
New York, N.Y. 10022

Cost: $7.50

OBJECTIVES: 1) Widen selection of propitious teaching situations, 2) identify techniques which hamper learning, and 3) recognize and modify techniques which work against favorable learning climate.

DESCRIPTION: This is a workable text for assisting teachers and interns in acquiring classroom language for important events and for gaining skills to use new instructional patterns to improve learning effectiveness in the classroom. Techniques which are considered either effective or ineffective for dealing with behavior problems are discussed. There are also activities which the teacher can use for continual self evaluation, and specific questions designed to evaluate teacher-learner effectiveness.

The flexible, objective teacher who is willing to experiment can employ many of the suggested situations in order to improve techniques in the affective and cognitive domains.

MAINTAINING SANITY IN THE CLASSROOM

Author: Rudolf Dreikurs, et al   Date: 1971

Source: Harper and Row   Cost: $9.95
10 E. 53rd St.
New York, N.Y. 10022

OBJECTIVES: 1) Increase ability to maintain positive learning climate, and 2) pinpoint advantages of group process in facilitating learning.

DESCRIPTION: The authors of this text state that in our present society of new freedoms for youth, students do not respond to teachers or adults as authority figures. Therefore, new avenues of classroom control need to be sought and implemented. The major portion of this work is directed toward students with behavior problems, but more specifically toward the reasons for their actions. Dreikurs believes there are four primary reasons for such behavior; power seeking, revenge seeking, attention getting, and assumed disability. Specific case studies are mentioned to help illustrate points of dealing with students. The authors also include lists of things to do and not to do in maintaining discipline; eight things a teacher should never do, and approximately twenty-five alternative measures to use. In the "things to do," it is clear that the authors want student involvement in planning and problem solving; and are therefore advocating the group process method in calssroom management.

EVALUATION: The case studies and alternative measures support this definitive work on maintaining a fertile learning atmosphere.

8.8

MANY ROADS

Author: I/D/E/A

Date: Current

Source: Institute for
Development of
Educational Activities
P.O. Box 628
Far Hills Branch
Dayton, Ohio

Cost: Consult Source

OBJECTIVE: Develop the technique of matching learning materials to needs of child while providing for self-selection.

DESCRIPTION: This 16mm, color film describes a Wisconsin school which provides a variety of different activities for achieving learning objectives. The importance of self-selection is stressed, suggesting that the child will usually choose those materials most appropriate to his learning style and interests. Teachers can balance this choice by providing guidance when other materials would better develop the child's skills.

This item can serve as an overview, forming a base for improving the learning approach. The information should act as a catalyst for creative thinking on the part of the educator.

REALITIES OF CLASSROOM MANAGEMENT

Author: Ward Welden
Date: Current

Source: Instructional Media
8141 East 44th St.
Tulsa, Okla. 74145
Cost: $64.95

OBJECTIVES: 1) Learn a variety of classroom management techniques, 2) preview techniques of effective classroom management, and 3) increase student learning ease through effective classroom decor.

DESCRIPTION: A 12-audio cassette program narrated by the author. Among the topics discussed are: The importance and ease of goal setting, need of employing different styles of classroom management in different situations, conflict management, building community in the classroom, teaching with style, management practice and constructive classroom decor.

THE LEARNING CENTER BOOK: AN INTEGRATED APPROACH

Author: Tom Davidson, et al   Date: 1976

Source: Order Dept.   Cost: $7.95
Goodyear Publishing Co.
1640 Fifth St.
Santa Monica, Calif. 90401

OBJECTIVES: 1) Organize room to facilitate various types of instruction, 2) learn about environments that facilitate specific types of interaction, and 3) construct physical environments that help reach specific learning objectives.

DESCRIPTION: This 181-page manual describes over 50 field-tested, ready-to-use learning centers. Each integrates different segments of the curriculum into a central learning area. All the centers were class-tested by pre-service and in-service teachers, and each was found to motivate children, hold their interest, and teach identified concepts. Content divisions include: Language Arts, Mathematics, Science, Social Studies, Creative Arts, and Integrated Centers.

THE TEACHER AS A CLASSROOM MANAGER

Author: Sophie M. Reijjel Date: Current

Source: Catalog No. 7007 Cost: $84.50
Instructional Dynamics
450 E. Ohio St.
Chicago, Ill. 60611

OBJECTIVE: Gain a more realistic perception of the classroom environment one creates while teaching.

DESCRIPTION: This 10-cassette program covers the following area: Classroom Climate and the Learning Process; Learning Should Be Fun; Do You Play Favorites?; Those Added Burdens; Real Communication is So Important; Children Need Models; Enthusiasm Rubs Off; Getting Them to School on Time; Involving Them All; Stiffled or Encouraged; Their Faces Tell So Much; Awareness of Each Child as a Person; Objective Assessment of Problems; Do They Trust You?; Your Voice and Actions...Do They Tune In or Turn Off?; Commands and Orders or Real Involvement?; They Will be Recognized; Sometimes the Teacher Needs Help; Don't Get Caught in the Middle; and You Don't Have to Lose Face.

EVALUATION: Although this item has not been previewed by the writer, the breadth of topics should provide much help to an interested participant.

8.12

WHAT'S NEW AT SCHOOL?

Author: Unknown
Date: Current

Source: Carousel Films, Inc.
1501 Broadway, Suite 1503
New York, N.Y. 10036

Cost: $250.00 b/w
$525.00 color

OBJECTIVES: 1) Improve understanding of open vs. traditional classroom structure, 2) match learning needs to environment, and 3) view projected difficulties in changing a classroom environment.

DESCRIPTION: This 16mm, 45-min. film, a CBS News Special, compares the traditional schoolroom with the open classroom. The problems of the traditional classroom are shown through an actual situation in New York State. Then, a sixth-grade classroom in Devil's Lake, North Dakota is shown in the process of transfering from the formal structure to the open situation, noting the reactions of students, parents, and teachers.

EVALUATION: This quality film can help stimulate and prepare an educator for the transition from one type of classroom atmosphere to another.

COMPETENCY NINE

Assist teachers to develop instructional goals and objectives.

> "This is an age of perfect means and confused goals."
>
> Albert Einstein

How true Einstein's statement seems when today's teacher faces the labyrinth of decisions which must be made if each individual student is to come close to his or her potential. There appear to be so many ideas about how to get to a goal or objective once that goal has been pinned down, articulated--in short, identified. Since the identification is the hardest step, the SBTE should have some resources upon which to lean. We hope the following will be of assistance.

IDENTIFY RELATIONSHIPS BETWEEN GOALS AND OBJECTIVES	9.1, 9.4, 9.11, 9.13, 9.15, 9.16
WRITE WELL-STRUCTURED BEHAVIORAL OBJECTIVES AT VARIOUS LEVELS OF COMPLEXITY	9.2, 9.3, 9.5, 9.6, 9.7, 9.8, 9.9, 9.11, 9.12, 9.14, 9.15, 9.16
CONSTRUCT HIERARCHY OF OBJECTIVES FOR PARTICULAR INSTRUCTIONAL GOALS	9.1, 9.2, 9.3, 9.6, 9.7, 9.8, 9.9, 9.11, 9.12, 9.16
TRANSLATE "NEEDS" INTO ARRAY OF SEQUENCED GOALS AND OBJECTIVES	9.1, 9.3, 9.4, 9.9, 9.10, 9.11, 9.13, 9.15, 9.16
IDENTIFY INCIDENTAL OBJECTIVES IN CURRENT CLASSROOM PROCEDURES	9.3, 9.6, 9.10, 9.13, 9.15,

A CURRICULUM RATIONALE

Author: W. James Popham   Date: 1973

Source: Prentice-Hall, Inc.   Cost: Consult Source
Englewood Cliffs, N.J.
06732

SUPPLEMENTARY MATERIALS:

Filmstrip-tape #8   Cost: $18.00
Vimcet Associates
P.O. Box 24714
Los Angeles, Calif. 90024

OBJECTIVES: 1) Distinguish between educational questions as primarily related to ends or means, 2) correctly match descriptive phrases with components of the curricular model treated in the program, and 3) fill in a blank diagram depicting major components of the curricular model.

DESCRIPTION: This program emphasizes the importance of selecting defensible objectives and describes the essentials of Ralph Tyler's approach to curriculum building. The reader and/or viewer is given practice in employing the major components of the Tyler model. A brief examination of en route (preliminary) tasks is provided in the handbook. There is a mastery test at the end. Part of the Prentice-Hall Competency Development System.

9.2

BEYOND FACTS: OBJECTIVE WAYS TO MEASURE THINKING

Author: Miller, Williams and Haladyna
Date: Current

Source: Westinghouse Learning Press
770 Lucerne Dr.
Sunnyvale, Calif. 94086
Cost: Consult Source

OBJECTIVE: Learn to construct objectives for learning skills beyond memorization levels.

DESCRIPTION: This text contains step-by-step instructions for constructing objective items that evaluate learning beyond the level of memorization. Four types of cognitive behavior--summarizing, predicting, evaluating, and applying--are identified. Techniques are presented for writing test items for each kind of behavior.

9.3

BREAD & BUTTERFLIES

Author: AIT

Date: 1974

Source: Agency for Instructional Television
Box A
Bloomington, Ind. 47401

Cost: Consult Source

OBJECTIVES: 1) Expand array of goals, objectives and activities; 2) increase knowledge of how to interrelate school, community, and home experiences; 3) increase expertise in questioning skills; 4) improve ability to match individual student with relevant goals and objectives; 5) improve quality of instructional goal and objective writing; 6) increase ability to interrelate various school subjects to which students are exposed.

DESCRIPTION: The project includes fifteen color television programs, a curriculum guide, an informational program, in-service teacher's program, and workshop materials, such as modules which give complete background information on the project. The lesson subjects are: Self-Independence and the Economic System; Why People Work, Self-Clarification; Decision Making; Relationships--School, Work, Society; The Responsible Self; Interpersonal Skills, What is Success?; Life Styles; Shaping One's Destiny, Interdependency of Workers; Human Dignity; Power and Influence; and, Freedom to Hope, to Choose, and to Change. The curriculum guide includes notes on what to do before the program is introduced to the students, a brief synopsis of the program, stated purposes for novices and for students who already have some idea of the theme, and key questions which each of these two groups should be asked. For novices and for the more advanced, there are separate sections on: things the audience should consider when working through the program; short and long-term activities branching from the program; and how this particular program fits into the disciplines of social studies, language arts, math, art, etc. The programs can be used as a set, or individually to reach particular objectives.

This comprehensive program has applicability in many areas of study. The beginning teacher will find a wealth of suggested activities which can be easily tailored to his or her subject matter, and to the individuals who comprise the class. The beginning teacher can also use the curriculum guide "in toto" as a unit or lesson plan and feel that he or she has an excellent frame within which to function. The experienced teacher will derive fresh ideas from the program and will have at hand concrete examples of how to apply some of the "new" educational trends like "open-concept," "cooperatively-planned units," and "out-of-school learning." The SBTE can use this program both to illustrate ideas and teaching trends to the participant, and to fuel his or her own creative thinking.

EVALUATION: An exceptional source, covering many important areas of need.

CURRICULUM DEVELOPMENT - SECONDARY

Author: Galen Saylor
Date: Current

Source: NETCHE Library
P.O. Box 8311
Lincoln, Neb. 68501

Cost: $35.00

OBJECTIVES: 1) Gain an overview of how instructional goals and objectives fit into the school structure, 2) increase ability to develop objectives and goals which reflect the expectations of society, and 3) view projected high school educational trends.

DESCRIPTION: Three 30-minute videotapes present an instructional sequence, analyzing the various methods of curriculum development used in secondary school systems. "Factors" presents the process of curriculum planning and explains the roles student and society play as determinants of the curriculum. "Goals" gives definition sought by secondary education and the relationship between these goals and student behavior. "Next?" concludes the sequence with a projected view of what may be typical in high schools of the future.

This item should provide participants with a more realistic perspective for conceptualizing educational goals and objectives.

9.5

DEFINING CONTENT FOR OBJECTIVES

Author: Eva Baker — Date: 1973

Source: Prentice-Hall, Inc. — Cost: Consult Source
Englewood Cliffs, N.J.
06732

SUPPLEMENTARY MATERIALS:

Filmstrip-tape #9 — Cost: $18.00
Vimcet Associates
P.O. Box 24714
Los Angeles, Calif. 90024

OBJECTIVES: 1) Describe the desirable relationship an objective should have to test items, 2) discriminate between objectives which possess content generality and those which do not, and 3) convert objectives which are equivalent to test items to those which possess content generality.

DESCRIPTION: This text promotes a moderate position with respect to the distinction between the substance and the form of an educational objective. It deals specifically with the content of objectives and attempts to promote the point of view that a more useful objective will be one which covers a broad range of test items rather than one which is equivalent to a single test item. A brief examination of en route (preliminary) tasks is provided in the handbook. Part of the Prentice-Hall Competency Development System.

.6

DESIGNING EFFECTIVE INSTRUCTION

Author: Unknown
Date: Current

Source: General Programmed Teaching
Career Education Associates, Inc.
6821 Reisterstown Rd.
Baltimore, Md. 21215
Cost: $725.00

OBJECTIVES: 1) Learn the main components of an objective, 2) practice writing objectives, 3) learn to classify objectives, and 4) design and evaluate instruction.

DESCRIPTION: This workshop is composed of 15 units which actively involve the teacher in the process of writing objectives, designing instruction, and evaluating instruction. Teachers view filmstrips and listen to audiotapes while completing exercises in the accompanying workbook. The units include: Introduction to Basic Principles; General Goals, Affective Objectives, and Cognitive Objectives; Main Components of an Objective: Behavioral Terms, Conditions, and Standards; Classification of Objectives; Criterion Tests; Determining Entry Level; Entry Level Tests; Stimulus and Response; One-Way and Two-Way Stimulus Response Units, Single and Multiple discriminations; Stimulus Response Pairs in Chain Activity; Influence of Objectives on Content; Developing Objectives and Deriving Content; Programmed Lesson Plans and Instructional Media; and Validation. The workshop kit includes 15 audiotapes, 12 color filmstrips, 10 participant workbooks, a monitor's manual, and a scriptbook. Criterion-referenced tests accompany each unit. Completion time is about 20 hours.

DEVELOPING INDIVIDUALIZED INSTRUCTIONAL MATERIAL

Author: Stuart R. Johnson and Rita B. Johnson

Date: Current

Source: Westinghouse Learning Press
770 Lucerne Dr.
Sunnyvale, Calif. 94086

Cost: $4.25

OBJECTIVE: Produce a short, instructional package which can be tested in a classroom and revised until the desired achievement level is reached by the class members.

DESCRIPTION: This book is designed to enable teachers to improve instruction according to the following assumptions: a) course activities should be broken into short segments through which learners can proceed at their own pace, b) achievement of learners should be monitored after completion of each segment of the course, and c) each instructional segment should be revised until the desired level of achievement is attained by the learners. The book has a practical, activity-oriented format.

.8

ESTABLISHING INSTRUCTIONAL GOALS

Author: W. James Popham and Eva L. Baker	Date: 1973

Source: Prentice-Hall, Inc.	Cost: Consult Source
Englewood Cliffs, N.J.
06732

SUPPLEMENTARY MATERIALS:

Filmstrip-Tapes
Vimcet Associates
P.O. Box 24714
Los Angeles, Calif. 90024

OBJECTIVE: Develop competencies in five areas which can be utilized in selecting and stating instructional goals and establishing student performance standards.

DESCRIPTION: This book consists of a collection of five self-instruction programs designed to be completed individually by the reader. Each of the programs is intended to provide one or more tangible competencies which can be employed by a teacher in selecting and stating instructional goals and establishing student performance standards. This six programs include: Systematic Instructional Decision Making, Selecting Appropriate Educational Objectives, Establishing Performance Standards, and A Curriculum Rationale. A set of coordinated filmstrip-tape instructional programs available.

9.9

ESTABLISHING PERFORMANCE STANDARDS

Author: Eva Baker
Date: 1973

Source: Prentice Hall, Inc.
Englewood Cliffs, N.J.
06732
Cost: Consult Source

SUPPLEMENTARY MATERIALS:
Cost: $18.00

Filmstrip-tape #4
Vimcet Associates
P.O. Box 24714
Los Angeles, Calif. 90024

OBJECTIVES: When provided with a stated objective: 1) identify the portion of objective which describes a student performance standard; 2) identify the portion of the objective, if any, which specifies the class performance standard; and 3) construct both student and class standards, using both quantitative and qualitative measurements.

DESCRIPTION: This text/filmstrip-tape program is designed to help teachers make explicit their expectations regarding student achievement. Concrete ways of judging the adequacy of student accomplishment are described, and qualitative and quantitative techniques for assessing learner competence are illustrated, including intellectual, attitudinal, and psychomotor behavior changes. Part of the Prentice-Hall Competency Development System.

9.10

INSIDE/OUT

Author: AIT

Date: 1973

Source: Agency for
Instructional
Television
Box A
Bloomington, Ind. 47401

Cost: Consult Source

OBJECTIVES: 1) Widen knowledge of emotional environment of youth, 2) increase understanding of causes for individual differences among students, 3) add to ability to handle emotional effects exhibited in or through classroom situations by individual students, 4) gain insight into one's own emotional makeup as it affects interpersonal relationships, and 5) increase ability to view situations through student's perspective and to map out instructional goals and objectives for apparent needs.

DESCRIPTION: "Inside/Out" is a series of thirty 15-minute color programs and related materials including video cassettes, paperbacks, and teaching guides. The program covers such areas as: Understanding How Persons Express What They Are Really Thinking and Feeling; Freedom and Responsibility as a Part of Growing Up; The Feeling of Loss and Separation When Moving from One Residence to Another; The Difference Between Fun and Ridicule; Feelings Aroused by Prejudice; Coping with Mistreatment; The Need to Be Alone; Making Decisions in the Face of Group Pressure; Recognizing and Accepting the Stages of Growth, Understanding Failure; The Interdependence of Things; and Recognizing the Value of Overcoming Obstacles Through the Use of Senses.

This program is organized so that a lesson could be built around each section and desirable affective objectives accomplished. The SBTE will find this series a valuable tool in helping an experienced teacher refresh his/her empathy with pressures students experience. The activities burst with ideas for individualizing instruction.

INSTRUCTIONAL GOALS AND OBJECTIVES

Author: James Popham and Eva Baker

Date: Current

Source: Vimcet Associates
P.O. Box 24714
Los Angeles, Calif. 90024

Cost: $18.00

OBJECTIVES: 1) Write effective instructional objectives, 2) construct teaching units and plans, 3) be familiar with the Tyler Model of curriculum rationale, 4) exhibit systematic instructional decision-making skills, 5) analyze learner outcomes, and 6) establish performance standards.

DESCRIPTION: There are three general categories to the program: Instructional Objectives, Instructional Sequences, and Evaluation. The 18 various programs, which last an average of 30 minutes each, are sequential, but flexible enough to be combined for an SBTE's particular purpose. A utilization guide suggests possible sequences which might prove beneficial for a desired learning goal. Program areas covered in addition to those mentioned in the objective section are: Teaching of Reading, Discipline in a Classroom, Modern Measurement Methods, Instructional Supervision, A Criterion-Referenced Strategy, and Experimental Designs for School Research. Three supplementary texts, also by Popham and Baker, are recommended: Establishing Instructional Goals, Planning An Instructional Sequence, and Systematic Instruction.

EVALUATION: Although this item has not been previewed by the writer, it has been recommended as a comprehensive guide to the writing and use of instructional objectives.

.12

LEARNING OBJECTIVES FOR INDIVIDUALIZED INSTRUCTION AND BEHAVIORAL OBJECTIVES, A GUIDE TO INDIVIDUALIZING LEARNING

Author: Westinghouse
Learning Press

Date: Current

Source: Westinghouse
Learning Press
Publications
770 Lucerne Dr.
P.O. Box 9035
Sunnyvale, Calif. 94086

Cost: $125.00 set

OBJECTIVE: Better provide behavioral objectives and learning objectives for a variety of subjects.

DESCRIPTION: The combined eight volumes, four in each set, contain together 10,000 instructional objectives broken down into major subject areas, areas of specific study, and transitional or enabling objectives. Related objectives are cross-referenced. This is a complete guide to writing objectives for Language Arts, Science, Social Science, or Mathematics.

MANY ROADS

Author: I/D/E/A

Date: Current

Source: I/D/E/A
P.O. Box 628
Far Hills Branch
Dayton, Ohio 45419

Cost: $225.00
Rental, $17.00

OBJECTIVES: 1) Determine sources for writing instructional goals, 2) develop the technique of matching learning materials to the needs of the child while providing for self-selection, 3) identify classroom activities which lead to objectives, and 4) learn to guide learner in open classroom situation.

DESCRIPTION: This 23-minute, color film describes a Wisconsin school which is built around a learning center to provide a variety of different activities for achieving each learning objective. The importance of self-selection is stressed, suggesting that the child will usually choose those materials most appropriate to his learning style and interests. Teachers can balance this choice by providing guidance when other materials would better develop the child's skills.

EVALUATION: This item provides an excellent example of how a school can be structured to meet the needs of individual learners.

9.14

MEASUREMENT AND EVALUATION IN TEACHING

Author: Norman E. Gronlund Date: 1976

Source: MacMillan Publishing Co. Cost: $12.95
866 Third Ave.
New York, N.Y. 10022

OBJECTIVES: 1) Identify and define instructional objectives in behavioral terms, 2) construct or select evaluation instruments that most effectively appraise specific learning and improve teaching.

DESCRIPTION: This book, designed for classroom teachers, contains such information as: The role of evaluation in instruction, curriculum development and program learning; condensed descriptions of the taxonomies of educational objectives, with illustrative objectives and lists of behavioral terms; and, principles and procedures of standardized testing, including examples from some widely-used standardized tests. Special emphasis is placed on techniques for locating, selecting, and using tests effectively. Learning exercises are included at the end of each chapter. Some questions and exercises can be answered by reading the book, but others require interpretation and/or application of materials presented. Statistical procedures receive minor attention in the body of the book and practical examples are used to clarify difficult points. A special section on statistical procedures is included in the appendix for those readers who want to acquire a minimum level of computational skills.

This text will round out the process of developing and implementing instructional objectives, as it shows how well-written objectives result in increased learning. There is also available by Gronlund Brightwell's Individual Learning Modules to Accompany Measurement and Evaluation in Teaching, 1976, $5.95.

THE PROCESS OF TEACHING

Author:	Lanier, Barnes, and Byers	Date:	Current
Source:	Marketing Division Instructional Media Center Michigan State University East Lansing, Mi. 48824	Cost:	$494.00 Rental, $24.25

OBJECTIVES: 1) Identify and define the "tasks of teaching," 2) recognize examples of the several "tasks" when confronted with both filmed examples and live performances of teaching, and 3) generate examples of the application of the "tasks" to more than one type of instructional setting.

DESCRIPTION: This kit consists of a manual and two 16mm, color films which describe the major tasks necessary in the organization of activities for effective teaching. The first film offers teaching examples related to the intellectual domain; the second to the social-emotional domain. In each, the major tasks described are Assessment, Goal Setting, Strategies, and Evaluation. Pre- and post-tests are available. This item should increase the participant's ability to apply goal setting to a variety of instructional atmospheres.

EVALUATION: The material has been extensively tested at M.S.U. with pre-service teachers. Other universities and several groups of in-service teachers have used it. Learners have rated this entry as "relevant," "useful," and "high in technical quality."

9.16

WRITING BEHAVIORAL OBJECTIVES

Author: David E. Hernandez Date: 1971

Source: Barnes & Noble Cost: $1.50
International Textbook
Series
10 East 53rd St.
New York, N.Y. 10022

OBJECTIVES: 1) Analyze and write behavioral objectives, 2) state behavioral objectives in terms of observable student outcomes, 3) write observable behavior statements containing a competence level, 4) correctly distinguish between observable behavior and a competence level in a stated behavioral objective, 5) write behavioral objectives for individual and group behavior, 6) increase flexibility of conditions in behavioral objectives, 7) increase clearness of communication in written behavioral objectives, and 8) refine ability to write behavioral objectives in the affective domain.

DESCRIPTION: This brief booklet takes the participant on a step-by-step process of learning how to write behavioral objectives, and then shows how to add conciseness and flexibility to the participant's writing. The program is accomplished through short exercises, one each for the objectives listed, with mini-post-assessments for each exercise. Immediate feedback is provided by answers covered by a flap. Failure to correctly answer the post-test reroutes the participant to the necessary page for reinforcement. The last section of the booklet gives additional practice in writing behavioral objectives and ways to increase versatility and add zest to writing. Personal style can be added to the writing as the participant encounters different learning situations.

EVALUATION: This is an indispensible booklet for the beginning teacher. The practical, sparse approach makes writing behavioral objectives confortable. There is practice enough to enable the student teacher, teacher, or SBTE to determine if the basic skills have been mastered.

COMPETENCY TEN

Assist teachers to develop and/or adapt instructional programs and materials.

SCENE 1: District-wide workshop in large, drafty hall. Tables full of new materials and stacked catalogues. "Oohs" and "Ahs" are heard from the milling teachers as they browse through displays. Now and then a strident voice breaks through the appreciative murmer as a publisher's representative extols the remarkable benefits of "Program Z."

SCENE 2: Typical classroom as children leave for day. Teacher sighs, closes door, and walks to desk. On the desk sits a foot-high stack of catalogues, brochures and phamplets. With a slight smile of anticipation the teacher selects a few of the items from the stack, settles back in the chair and begins to read. Suddenly...a knock and the door opens.

"Hey, did you forget about the departmental meeting? We're already late!"

"Oh, darn! Okay, I'm coming."

Tossing the selected items back on the stack, the teacher hurries to the door. Closing it behind him, he mumbles as he starts down the hall, "Maybe I'll just take a few of those home tonight...If I can get a little time after the kids go to bed..."

Where does the SBTE fit in? He or she is the one who previews the new materials, tries to match what's best with a particular class and learning situation, and confers with the teacher in a short, efficient conference where concrete recommendations are made as to what to order.

IDENTIFY AND LOCATE INSTRUCTIONAL MATERIALS	10.1, 10.2, 10.3
DETERMINE NECESSARY MODIFICATION OF MATERIALS	10.3, 10.5, 10.6
MATCH MATERIALS TO STUDENTS AND OBJECTIVES	10.1, 10.3, 10.4, 10.5, 10.6
SELECT, MODIFY AND USE VARIETY OF RESOURCES	10.1, 10.2, 10.3, 10.5, 10.6

10.1

DESIGNING A LEARNING ACTIVITY

Author: Herbert Bloom, et al   Date: Current

Source: Panhandle Area   Cost: $4.20
Educational Cooperative
P.O. Drawer 190
Chipley, Fla. 32428

OBJECTIVES: 1) Determine materials needed to develop a list of instructional intents; 2) identify prerequisites, steps to be followed in developing the procedure; 3) list optional activities, and design evaluation items; and 4) using any curriculum area, write an instructional activity, implement it, observe and critique the implementation, and modify, re-implement and critique the learning activity.

DESCRIPTION: In this 43-page module, the participant views a film-taped program ("The Imppot Chain") and completes corresponding worksheets. Group discussion is used to formulate lists and procedures and to critique worksheets. After developing an instructional activity, the participant implements and critiques the activity in a simulated teaching situation. A summary of the film-taped slide series, the worksheets required, a sample learning activity, and a checklist of optional activities are included in the module. Audiotape, "Designing a Learning Activity" ($2.00) and filmstrip, "Designing a Learning Activity: The Imppot Chain" ($1.50), are included in the module price.

10.2

HOW TO BUILD AN INSTRUCTIONAL PACKAGE

Author: David Igl	Date: 1973
Source: University of Wisconsin, Stout Menomonie, Wis. 54751	Cost: $1.00

OBJECTIVES: 1) Improve ability to select and prepare effective instructional materials, 2) increase sequencing faculty, 3) improve skills in providing feedback, and 4) increase expertise in constructing tests.

DESCRIPTION: This module takes approximately 10 hours and is directed to teachers in elementary and secondary levels. The module covers planning, presentation, and evaluation skills.

EVALUATION: This item has been designated by participants as one which was often useful after the training session was complete.

LET THEM LEARN

Author: EBE

Date: Current

Source: Encyclopedia
Britannica, Education
Corp.
425 N. Michigan Ave.
Chicago, Ill. 60611

Cost: $180.00

OBJECTIVE: Learn how to best use audio-visual materials and equipment in meeting learner needs.

DESCRIPTION: This film is geared for teacher education which examines the characteristics of educational films that make them significant teaching materials and illustrates the ways a film can be used in a planned or spontaneous teaching situation. Classroom vignettes and excerpts from films show that when audio-visual materials and equipment are available, the "teachable moment" can be taken advantage of fully. 16mm/color/27 min.

10.4

MANY ROADS

Author: I/D/E/A

Date: Current

Source: I/D/E/A
P.O. Box 628
Far Hills Branch
Dayton, Ohio 45419

Cost: $225.00
Rental, $17.00

OBJECTIVE: Match learning materials to the needs of the child while providing for self-selection.

DESCRIPTION: This 23-minute, color film describes a school in Wisconsin built around a learning center which provides a variety of different activities for achieving each learning objective. The importance of self-selection is stressed, suggesting that the child will usually choose those materials most appropriate to his learning style and interests. Teachers can balance this choice by providing guidance when other materials would better develop the child's skills. A quick overview of this film can be an excellent base for improving strategies to provide the best possible approach to learning. 16mm/color.

10.5

PLANNING AND ORGANIZING FOR TEACHING

Author: NEA Date: Current

Source: NEA Publications Cost: Consult Source
1201 16th St. N.W.
Washington, D.C. 20036

OBJECTIVES: 1) Gain knowledge of educational trends, 2) structure classroom environment to better serve the individual needs of the student, 3) be brought up-to-date on research and innovation in educational fields, and 4) learn how to organize materials so as to get the most from the learning experience.

DESCRIPTION: This filmstrip/tape is a dialogue between Howard K. Smith and Mr. Ole Sand, Director of the NEA Center for Study of Instruction. The topic of the dialogue is organization. Recommendations are made as to how educators can organize: the curriculum; the classroom/school environment; materials; technology and space within the classroom; and results of research, experimentation and innovation so as to better serve the individual needs of the school's population.

EVALUATION: This commercially-produced filmstrip/tape packs much information into a 30-minute time span. The dialogue has a rather "rehearsed" atmosphere, but Mr. Sand's remarks contain a wealth of valuable recommendations which should be useful to educators seeking better theoretical understanding, practical assistance in individualizing curriculum or classroom, and/or planning aids for incorporating research or innovation into an educational system.

10.6

PLANNING AN INSTRUCTIONAL SEQUENCE

Author: W. James Popham, and Eva L. Baker
Date: 1973

Source: Prentice-Hall, Inc.
Englewood Cliffs, N.J.
06732
Cost: Consult Source

SUPPLEMENTARY MATERIALS: (Set of Filmstrip/Tapes)

Vimcet Associates, Inc.
P.O. Box 24714
Los Angeles, Calif. 90024

OBJECTIVE: Develop competencies which can be utilized in making instructional decisions and designing instructional sequences for six separate teaching areas.

DESCRIPTION: This book consists of a collection of six self-instruction programs, each of which is intended to provide one or more competencies needed to make instructional decisions and design instructional sequences. The programs include: Making Instructional Decisions, Appropriate Practice, Knowledge of Results, Analyzing and Sequencing Learner Behaviors, Perceived Purpose, and Evaluation. A set of filmstrip-tape instructional programs which are coordinated with the contents of the book is available. Participants proceed through each program at their own pace with self-checks provided for preliminary tasks.

COMPETENCY ELEVEN

Assist teachers to select and utilize various strategies and models of teaching, e.g., concept development, inductive procedures, non-directive teaching.

"I know what I want to accomplish with this class, but I'm not sure that what I'm doing does it!" This frustrated comment is the SBTE's cue to come forward with assistance. It may be that the answer to a particular dilemma already lies within the SBTE's experience and he or she can provide the needed support, material, etc. If not, the following items should provide avenues through which the SBTE and the teacher can make sure that a strategy used or a model employed is going to result in the desired end product of learning.

DESCRIBE AND APPLY MODELS OF TEACHING	11.1, 112, 11.5, 11.6, 11.7, 11.8, 11.12, 11.14, 11.16, 11.17, 11.20
EXPLAIN THEORETICAL BACKGROUNDS AND RESEARCH FINDINGS OF VARIOUS MODELS	11.6, 11.7, 11.8, 11.9, 11.11, 11.12, 11.13, 11.15, 11.18
SELECT APPROPRIATE MODELS AND STRATEGIES	11.1, 11.2, 11.3, 11.4, 11.5, 11.10, 11.16, 11.17, 11.18
DEMONSTRATE VARIOUS TEACHING MODELS AND STRATEGIES	11.1, 112, 11.3, 11.4, 11.5, 11.9, 11.10, 11.12, 11.13, 11.14, 11.16, 11.8, 11.19, 11.20

A GENERAL CATALOG OF TEACHING SKILLS

Editor: Richard L. Turner Date: 1973

Source: National Dissemination Cost: $6.60
Center
123 Huntington Hall
Syracuse University
Syracuse, N.Y. 13210

OBJECTIVE: Become acquainted with a variety of teaching skills for use in various fields.

DESCRIPTION: This book contains ten chapters: Structure of the General Catalog; Systematic Development and Teaching Skills; Teaching Skills in Early Childhood Programs; Socialization and Classroom Management; Teaching Skills in Elementary Language Arts; Social Studies Teaching Skills; Teaching Skills in Mathematics Instruction; Teaching Skills in Secondary English; Competencies for Science Teachers; and Generic Teaching Skills in Teacher Skill Training. The chapters discussing skills pertinent to specific subject areas contain examples of how these skills would be used in the classroom.

EVALUATION: The book offers an excellent description and explanation of a variety of teaching strategies.

11.2

BASIC LEARNING TASKS

Author: NUSTEP	Date: Current
Source: NUSTEP Program University of Nebraska 211 Henzlik Hall Lincoln, Ne. 68588	Cost: $4.00

OBJECTIVES: 1) Provide individualized instructional materials for the pre-service professional preparation of secondary teachers in all disciplines, and 2) provide an integration of on-campus with field-based experiences.

DESCRIPTION: This component consists of six modules. The modules deal with the following topics: Teaching Methods, Performance Objectives, Cueing (Questioning) Behaviors, Assessing Student Performance, Reinforcement Skills, Individualizing Instruction. The activities in each module follow this format: Student Guide, Problem Statement, Module Overview, On-Campus Work Sample, Off-Campus Work Sample, and Skill Acquisition Section.

BASIC TEACHING TASKS: A TEACHING LABORATORY MANUAL FOR BEGINNING TEACHER CANDIDATES

Author: O.L. Davis, Jr., et al	Date: Revised, 1977
Source: Curriculum and Teaching Associates P.O. Box 9812 Austin, Tx. 78757	Cost: $5.00

OBJECTIVES: 1) Practice basic teaching tasks, and 2) use feedback to modify content and performance.

DESCRIPTION: This teaching laboratory manual (110 pages), an adaptation of micro-teaching, contains several components: instructional objectives, presentation, interaction, refocusing, and questioning. For each task, the participant teaches a lesson for a specified situation. He then receives individual feedback from peers and via video or audiotape. All six tasks have a narrative description of the task and an evaluation guide. Necessary equipment includes video and/or audiotape. Completion time is approximately 40 hours.

11.4

CENTER STUFF FOR NOOKS, CRANNIES, AND CORNERS

Author: Imogene Forte, et al   Date: 1973

Source: Incentive Publications   Cost: $9.95
Box 12522
Nashville, Tenn. 37212

OBJECTIVE: Learn how to use the learning center approach to individualizing instruction.

DESCRIPTION: This is a book containing several models for learning centers. Each learning center model is followed by performance objectives, a list of materials needed, procedures for implementation, student activity sheets (with options), illustrations, and an actual photograph of the center in use. The ideas presented are excellent for primary and elementary teachers as but one possibility in classroom teaching and learning strategy. Other level teachers might adapt many of the ideas for their purposes.

11.5

DISCUSSING CONTROVERSIAL ISSUES

Author: Far West Lab

Date: Current

Source: Agency for Instructional Television
Box A
Bloomington, Ind. 47401

Cost: $650.00, film
$450.00, videocassette

OBJECTIVES: 1) Practice moderating discussion to promote dialogue between students, 2) promote discussion continuity and careful listening, 3) increase students' skill in probing for evidence and understanding of others' position on an issue, and 4) learn how to evaluate what happened in the discussion.

DESCRIPTION: The program consists of four instructional films or videotapes and accompanying handbooks for teacher, student, and coordinator. Discussion skills are acquired by studying course material, then selecting a controversial issue and conducting two discussions in which skills are practiced. Feedback is obtained using self-evaluation forms and video or audio recordings.

EVALUATION: One evaluation study involving 60 teachers and about 1500 students has been completed. With a few exceptions, comparison of pre- and post-training tapes of class discussion revealed favorable gain for most of the skills taught in the program.

11.6

DIVERGENT THINKING

Author: Far West Lab Date: Current

Source: Far West Laboratory Cost: Consult Source
for Educational Research
and Development
1855 Folsom St.
San Francisco, Calif. 94103

OBJECTIVE: Train in methods of stimulating divergent thinking by students.

DESCRIPTION: The main technique used in Minicourse 20 is brainstorming, which establishes an open atmosphere in which evaluation is deferred and the student is encouraged to think of many original answers to divergent questions. Several techniques for reducing teacher talk (such as not repeating student answers) are taught. Techniques for stimulating divergence during brainstorming are included, such as thinking of various categoreis of answers. Different types of divergent questions are introduced, dealing with problems, causes, and consequences. Students learn to brainstorm in small groups without the teacher. Finally, a follow-up to brainstorming is taught--evaluation of brainstorming problem solutions using criteria. The course consists of four lessons; each includes an instructional videotape and handbook chapter with exercises and micro-teaching materials. For each lesson, the teacher views a demonstration of several skills, reads about them, and tapes a 15-minute micro-teach session with a group of students. On the basis of evaluation of this session, he plans and tapes a reteach lesson. A coordinator's handbook and orientation tape are also included.

EVALUATION: This product is currently being field-tested.

EFFECTIVE QUESTIONING - ELEMENTARY LEVEL

Author: Macmillan

Date: Current

Source: Macmillan Educational
Services, Inc.
866 Third Ave.
New York, N.Y. 10022

Cost: $1975.00
Rental, $201.15

OBJECTIVE: Gain expertise in techniques of effective questioning.

DESCRIPTION: This is a self-contained, self-evaluative teacher-training package that includes 11 color films (instructional and model), teacher handbook (including follow-up activities), and coordinator handbook with a research volume. This package provides an opportunity for any teacher or trainee to learn such skills as probing, prompting, refocusing, redirection, pausing, asking higher-cognitive questions, etc., and to eradicate such negative behaviors as repeating pupil answers or answering one's own questions. Through use of videotape feedback, the participant gets prompt reinforcement in a non-threatening atmosphere. Completion time is 15 hours.

EVALUATION: Rigorous field-testing over a two-year period, plus replication studies, indicate this minicourse to be highly effective in reducing teacher talk and increasing pupil participation in discussion lessons.

11.8

FOSTERING CREATIVITY

Author: Panhandle   Date: Current

Source: Panhandle Area   Cost: $85.85
Educational Cooperative
P.O. Drawer 190
Chipley, Fla. 32428

OBJECTIVES: 1) Identify principles of creative teaching and conditions necessary for such teaching, 2) identify convergent and divergent thinking, 3) identify instructional materials for fostering creative thinking, and 4) foster creative thinking to satisfy a given set of criteria (in micro-teaching context).

DESCRIPTIONS: In B-2 module VII-3 (67 pages), the participant works through a three-phase self-instructional program: Phase I provides readings and activities designed to promote an understanding of creativity Phase II provides readings, throught-expansion activities, and media (purchase or rent separately) intended to develop procedures at the cognitive level for facilitating creative teaching Phase III gives directions for a micro-teaching task for demonstrating performance skills. The module includes approximately 20 pages of journal reprints and an eight-page annotated bibliography on creativity and teaching for creativity. Completion time is approximately 12 hours.

INDIVIDUALIZING TEACHING AND LEARNING

Author: Virgil Howes and Robert Keuscher

Date: Current

Source: Listener Corporation
6777 Hollywood Blvd.
Hollywood, Calif. 90028

Cost: $79.95

OBJECTIVES: 1) Understand theoretical background behind "open education program," and 2) follow a step-by-step progression for opening the primary classroom to total personalization of teaching and learning.

DESCRIPTION: Six audiotapes outline rationale, organization, and concerns in creating an open education program. "What and Why" defines individualized instruction and reasons why it is needed in America. "Beginning Steps and the Environment" outlines preconditions for open education. "Pupil Choice and Decision Making" describes how to combine freedom with order in the open classroom. "Record Keeping" gives examples of students, teachers, and cumulative records. "Questions, Concerns and Problems" answers questions on how to sell programs, train teachers, and suggestions for implementation of ideas in more traditional settings. "The Teacher's Role" describes new role of teacher in individualized instruction requiring more trust in learner, need for exciting motivation, open atmosphere, and being good responder and facilitator. Completion time is approximately 6 hours.

11.10

LECTURES ARE A DRAG

Author: Unknown Date: 1965

Source: Churchill Films Cost: Consult Source
622 N. Robertson Blvd.
Los Angeles, Calif. 90069

OBJECTIVES: 1) Increase ability to handle non-lecture forms of teaching, 2) realize the increased student motivation when class discussion is directed and relevant, and 3) gain knowledge of how to prevent "free" class discussion from resulting in chaos.

DESCRIPTION: This film is introduced by a teacher who uses a "directed discussion" method in his social studies class. The teacher gives his views about why this particular form of teaching works for him and then the camera goes inside the classroom for a daily session based on inquiry/discussion learning. The discussion is so realistic that there are moments of almost-lost control. There are pertinent voiceovers by the students and teacher at various points in the class discussion where tips are given about what is going on, what should be done at this point, etc. After the class, several students are interviewed for their opinions about this particular method of learning. The film should be viewed several times to grasp the methodology of making the set goals and objectives come alive in actual teaching process.

EVALUATION: Although the film is slightly dated, the atmosphere of the portrayed class is "non-rehearsed" and there is valuable information to be gained from studying the method employed.

METHODS OF TEACHING

Author: Sherwin G. Swartout   Date: Current

Source: Bel-Mort Films   Cost: $25.50
Suite 961
200 S.W. Market St.
Portland, Ore. 97201

OBJECTIVES: 1) Understand theoretical background of various teaching methods, and 2) gain perspective on the role of method in teaching profession.

DESCRIPTION: This set of three filmstrips considers methods of instruction including theory, examples of various methods, and observations about the role of method in teaching. Part I, "An Overview," Part II "Teaching Types," and Part III "Selected Quotations," are 45, 43 and 49 frames respectively.

11.12

MODELS OF TEACHING

Author: Bruce Joyce and Marsha Weil
Date: 1972

Source: Prentice-Hall, Inc.
Englewood Cliffs, N.J.
06732
Cost: $9.95

OBJECTIVES: 1) Identify a range of teaching models, and 2) practice using various models in classroom situation.

DESCRIPTION: The book includes an explanation of the theories and sources of different teaching models. Practical application of the models is afforded by narrative examples. The models are categorized under four general areas: social interaction sources, information processing sources, personal sources, and behavior modification sources. Each area is represented by several different models of teaching.

STRATEGIES FOR PERSONALIZED LEARNING

Author: Ardelle Llewellyn Date: Current

Source: Listener Corporation Cost: $69.95
6777 Hollywood Blvd.
Hollywood, Calif. 90028

OBJECTIVES: 1) Gain background understanding on personalized learning strategies, 2) increase individualization of learning, and 3) practice effective teaching strategies.

DESCRIPTION: Five audiotapes by Llewellyn describe aspects of strategies for personalized learning. "Curriculum Design and Teaching Strategies" contains an overview of current trends in curriculum planning and advantages of various teaching strategies. "Organizing Content for Productive Learning" tells how to plan new programs based on increased teacher responsibilities for assessing students, for choosing main ideas from community, and for incorporating research knowledge into action in the classroom. "Building Learning Sequences" describes how to understand the learning process within the individual child as the child builds concepts. "Teaching Strategies" contains teacher's criteria for facilitating learning, stressing partnership quality of teacher-pupil relationship and correct pacing for mastery of material. "Question Strategies" is an in-depth analysis of question-asking procedures including types of questions and their purposes, which also includes suggestions for framing questions and how to question for concepts and generalizations. Completion time is 5 hours.

11.4

TEACHING PROBLEM SOLVING SKILLS

Author: Jane Ayer
Date: Current

Source: Dr. Jenny R. Armstrong
President & Executive
Director
The Armstrong Child
Advocacy & Study Center, Inc.
1114 University Bay Drive
Madison, WI. 53705

Cost: Consult Source

OBJECTIVES: 1) Learn to correctly assess the ways that pupils approach problems, and 2) use role-playing and discussion to develop pupils' skills in solving problems.

DESCRIPTION: The kit was prepared with the idea that one could work through it on an individual basis. Contents of the kit include one cassette tape, one guide, two auxiliary sheets, one reprint, and an evaluation form. The activities are specifically for teachers of handicapped children, but they could be adapted to other audiences.

TEACH ME HOW I CAN DO IT MYSELF

Author:	Unknown	Date:	Current
Source:	International Film Bureau 332 S. Michigan Ave. Chicago, Ill. 60604	Cost:	$390.00 Rental, $25.00

OBJECTIVE: Examine philosophy and practices of the Montessori method of education.

DESCRIPTION: This film documents the philosophy and practices of the Montessori method of elementary education. Photographed at Montessori school in the Netherlands, it shows how method involves the child's whole way of life through involvement of parents and teachers, as well as child. 16mm/color/29 min.

TEACH MORE -- FASTER

Author: Madeline Hunter Date: Current

Source: TIP Publications Cost: $4.95
P.O. Box 514
El Segundo, Calif. 90245

OBJECTIVE: Increase teaching skills using questioning and explained responses.

DESCRIPTION: Programmed booklet (117 pages) discusses factors in teaching which promote efficient learning through questions and explained responses. Areas included in presentation: planned practice, repetition, motivation, material sequence, learner participation, teacher guidance, transfer and reinforcement. Teaching theories and practices are covered with interpretation emphasizing daily teaching procedures. Recommended booklet use is in conjunction with film series "Teach More -- Faster." Part of Series: Theory into Practice.

11.17

TEACH MORE -- FASTER: PART I

Author: Madeline Hunter
Date: Current

Source: Special Purpose Films
26740 Latigo Shore Dr.
Malibu, Calif. 90265

Cost: $175.00
Rental, $45.00/3 days

OBJECTIVE: Explore psychological principles in regard to lesson planning.

DESCRIPTION: Film shows application of psychological principles to planning the material to be taught. Areas discussed in film include lesson sequence, material relevance, effect of previously-learned material, relationship between what is and what has been learned, and why some materials can be taught faster than others. Recommended film use is in conjunction with programmed booklet: Teach More -- Faster. 16mm/b&w/29 min. Part of Series: Teach More -- Faster.

11.18

TEACHER MORE -- FASTER, PART II

Author: Madeline Hunter   Date: Current

Source: Special Purpose Films   Cost: $175.00
26740 Latigo Shore Dr.   Rental, $45.00/3 days
Malibu, Calif. 90265

OBJECTIVES: 1) Discern appropriate teaching strategies, and 2) determine effectiveness of reinforcement.

DESCRIPTION: Film reviews and discusses motivation, vividness, material sequence, overt vs. covert learner participation, teacher guidance, ineffectiveness of grades as knowledge indicators, positive and negative transfer, and reinforcement as related to cognitive learning and behavior. Recommended film use in conjunction with programmed booklet: Teach More -- Faster. 16mm/b&w/29 min. Part of Series: Teach More -- Faster.

11.19

TEACH MORE -- FASTER: PART III

Author: Madeline Hunter Date: Current

Source: Special Purpose Films
26740 Latigo Shore Dr.
Malibu, Calif. 90265

Cost: $175.00
Rental, $45.00/3 days

OBJECTIVE: Practice using elements of planned practice.

DESCRIPTION: In this film, Dr. Hunter describes three essential elements of planned practice: how much, how long, and how often to practice. Illustrative lessons on use and abuse of practice theory and discussion of level of aspiration are also presented. Recommended film use in conjunction with programmed booklet, Teach More -- Faster. 16mm/b&w/29 min. Part of Series: Teach More -- Faster.

11.20

THE PROCESS OF LEARNING

Author:	Lanier, Barnes, and Byers	Date:	Current
Source:	Marketing Division Instructional Media Center Michigan State University East Lansing, Mi. 48824	Cost:	$280.00 Rental, $7.00 per film

OBJECTIVE: Increase understanding of learning concepts.

DESCRIPTION: These are six films to be used in teaching the following concepts: Modeling, Shaping, Negative Reinforcement, Respondent Learning, Operant Learning, and Positive Reinforcement. The materials are adaptable to a variety of means of presentation: carrels, large lecture presentations, and seminar settings. The unit consists of a user's manual and six 5-10 minute films. Each film allows the viewer to observe a series of personal interactions as they would occur in real-life situations. Films are 16mm. Completion time for kit is 6 hours.

11.21

THREE TEACHING STRATEGIES

Author: Bruce Joyce, et al Date: Current

Source: Science Research Assoc. Cost: $50.00
College Division
1540 Page Mill Rd.
Palo Alto, Calif. 94304

OBJECTIVES: 1) Teach processes by which man uses concepts according to the Taba model, 2) use group investigation to improve learning and the democratic process in the classroom, and 3) use role-playing for exploring interpersonal relations, interpersonal values, and values conflict.

DESCRIPTION: Each of the three objectives is the focus of a filmstrip/tape package. 1) Tape and filmstrip (16 min.) defines, illustrates, and demonstrates the process of concept formation (collection of data, classification of data, and labeling into categories.) Classroom interaction is used to illustrate concept learning strategy. 2) Tape and filmstrip (18 min.) demonstrate the utilization of Fehlen's (U. of Chicago) strategy for group investigation. The teacher's role is perceived as resource person and overseer of activity to keep investigation on track. 3) Tape and filmstrip (18 min.) demonstrates the utilization of Fannie and George Shaftel's role-playing strategy (warm-up, select players, set the stage, prepare observers, enactment, discussion, and reenactment and further discussion focusing on personal attitudes.) Classroom situation is used to illustrate stages.

COMPETENCY TWELVE

Assist teachers to design and implement personalized learning plans.

Okay SBTEs. You've all agreed that personalized learning is THE thing. You've learned to diagnose individual learning needs, to search out meaningful materials, and to alter the ones you have on hand to make them more appropriate for student's needs. You've learned how important the physical setting is to increased learning; how to make instructional techniques fit the diagnosed needs of an individual student or of an entire class.

You're ready.

Now go out there and transfer all that knowledge to those needy teachers.

Oh, there's one thing more --

The teachers are busy, you know. They won't have much time to listen to you. So make sure you've got your head together and your materials at the ready!

DESCRIBE APPROPRIATE ASSESSMENT PROCEDURES	12.2, 12.6, 12.11
SELECT AND USE A VARIETY OF PERSONALIZED INSTRUCTION TECHNIQUES AND MATERIALS	All items
IDENTIFY AND CLARIFY LEARNING OBJECTIVES	12.1, 12.4, 12.5, 12.6, 12.8, 12.11
TEACH DIAGNOSTIC AND EVALUATIVE TECHNIQUES	12.2, 12.4, 12.6, 12.8, 12.9

12.1

APPROPRIATE PRACTICE

Author: W. James Popham Date: 1973

Source: Prentice Hall, Inc.,
Englewood Cliffs, N.J.
06732

Cost: Consult Source

SUPPLEMENTARY MATERIALS:

Filmstrip-Tape #5
Vimcet Associates
P.O. Box 24714
Los Angeles, Calif. 90024

Cost: $18.00

OBJECTIVES: 1) Distinguish between written examples of pupil activities and identify them as equivalent practice, analogous practice, en route behavior, or irrelevant to a given objective; and 2) for instructional objectives, write out learning activities that are equivalent practice, analogous practice, and en route behaviors.

DESCRIPTION: This handbook is designed to assist a teacher with the selection of learning activities that are likely to lead to the successful attainment of instructional objectives. This program encourages teachers to focus on the end-relevance the instruction means. A brief examination of en route (preliminary) tasks is provided in the handbook. Part of the Prentice-Hall Competency Development System.

12.2

CHARLIE AND THE GOLDEN HAMSTER: THE NONGRADED ELEMENTARY SCHOOL

Author: John Goodlad and Frank Brown	Date: Current
Source: I/D/E/A P.O. Box 628 Far Hills Branch Dayton, Ohio 45419	Cost: $125.00 Rental, $15.00

OBJECTIVES: 1) Become acquainted with a variety of personalized learning techniques, and 2) increase ability to apply appropriate assessment procedures.

DESCRIPTION: The concept of nongradedness is approached in this film through the eyes of Charlie, an elementary school student involved in an uninterrupted continuum of learning. The readiness of the school to provide appropriate learning for each child is stressed, rather than the readiness of the child for the school. Ideas highlighted are: student individual appraisal, effective learning experience, relationships with peers and teachers, positive reinforcement, and independent activities geared to the unique individual. A team-teaching environment and a conference with parents on their child's progress are shown. The film closes with a discussion of comparable costs of the nongraded school and the feasibility of nongradedness for any school -- whether using new or old facilities. 16mm/color/ 15 min.

12.3

DEVELOPING ATTITUDE TOWARD LEARNING

Author: Robert F. Mager Date: 1968

Source: Fearon Publishers, Inc. Cost: $3.25
Pitman Publishing Corp.
6 Davis Drive
Belmont, Calif. 94002

OBJECTIVE: Use specific strategies and methods for involving students in the teaching-learning situation to a degree that will retain positive attitudes about learning.

DESCRIPTION: This is a concise book about a major concern in education: how to send students away from instruction with at least as favorable an attitude toward the subject taught as they had when they first arrived. The book is about the conditions that influence this attitude, about how to recognize the attitude and how to evaluate it. This book is not about what to teach. It simply describes a way of involving students so they will continue to learn and use the knowledge acquired.

12.4

DEVELOPING INDIVIDUALIZED INSTRUCTIONAL MATERIAL

Author: Stuart R. Johnson and Rita B. Johnson
Date: Unknown

Source: Westinghouse Learning Press
2680 Hanover Street
Palo Alto, Calif. 94304
Cost: $4.25 (prepaid)

OBJECTIVE: Produce a short, instructional package which can be tested in a classroom and revised until it is effective.

DESCRIPTION: This book is designed to enable teachers to improve instruction according to the following assumptions: 1) Course activities should be broken into short segments through which learners can proceed at their own pace, 2) Achievement of learners should be monitored after completion of each segment of the course, and 3) Each instructional segment should be revised until the desired level of achievement is attained by the learners. The book has a practical, activity-oriented format.

12.5

DEVELOPMENT OF A TEACHING PRESCRIPTION

Author: Ron Britton and
Bette Joe Davis

Date: Current

Source: Indiana University-
Purdue University
Teacher Corp Program
902 N. Meridian
Indianapolis, Ind. 46200

Cost: Consult Source

OBJECTIVES: 1) Form some judgment of the affective development of the child through comparisons of interviews with the child and parent, and 2) write a teaching prescription designed to remediate previously-determined learning defects in all three domains.

DESCRIPTION: This module cluster (9 pages) consists of 3 modules: 1) Gathering and Analyzing Data Relating to Affective Development in Children, 2) Synthesizing Data into a Teaching Prescription, and 3) Writing a Teaching Prescription. Learning activities include: a) viewing the film, "The Cage;" b) interviewing a child and his parents, analyzing the data on worksheets (provided in the module); c) completing the Teaching Prescription Worksheet (form provided in module) regarding a specific child; d) gathering techniques for remediation; and 3) writing teaching prescriptions for a child to remediate learning deficits (form provided). A reference list is provided. Completion time is 15 hours.

12.6

ESTABLISHING PERFORMANCE STANDARDS

Author: Eva Baker

Date: 1973

Source: Prentice-Hall, Inc.
Englewood Cliffs, N.J.
06732

Cost: Consult Source

SUPPLEMENTARY MATERIALS:

Filmstrip-tape #4
Vimcet Associates
P.O. Box 24714
Los Angeles, Calif. 90024

Cost: $18.00

OBJECTIVES: When provided with a stated objective: 1) identify the portion of objective which describes a student performance standard; 2) identify portion, if any, which specifies the class performance standard; and 3) construct student and class performance standards, using both quantitative and qualitative standards.

DESCRIPTION: This text-filmstrip-tape program is designed to help teachers make explicit their expectations regarding student achievement. Concrete ways of judging the adequacy of student accomplishment are described; and qualitative and quantitative techniques for assessing learner competence are illustrated, including intellectual, attitudinal, and psychomotor behavior changes. Part of the Prentice-Hall Competency Development System.

HUMAN INTERACTION IN EDUCATION

Author: Stanford & Roark   Date: 1974

Source: Allyn & Bacon   Cost: $10.95
470 Atlantic Ave.
Boston, Mass. 02210

OBJECTIVE: Learn strategies for promoting effective classroom interaction.

DESCRIPTION: This specialized text deals with preparing students to work in small and large groups as well as individually. The text has been popular with groups of undergraduate and graduate education students.

12.8

IDENTIFYING AFFECTIVE OBJECTIVES

Author: W. James Popham Date: 1973

Source: Prentice-Hall, Inc.
Englewood Cliffs, N.J.
06732

Cost: Consult Source

SUPPLEMENTARY MATERIALS:

Filmstrip-tape #10
Vimcet Associates
P.O. Box 24714
Los Angeles, Calif. 90024

OBJECTIVES: 1) Describe the strategy recommended in the program for identifying measurable affective objectives, 2) generate measurable affective objectives, and 3) measure effectiveness of objectives generated.

DESCRIPTION: This handbook and filmstrip-tape provides a four-step strategy for designing affective objectives and gives the viewer practice in using the strategy. Also, a specific strategy is outlined for measuring effectiveness of affective objectives. Part of the Prentice-Hall Competency Development System.

INDIVIDUALIZED INSTRUCTION KIT

Author: Unknown

Date: Current

Source: Association for Educational Communications and Technology Publications
1126 16th St. N.W.
Washington, D.C. 20036

Cost: $94.50

OBJECTIVES: 1) Become more familiar with processes and problems of individualized instruction, and 2) review individualized instruction programs in various grade levels and schools.

DESCRIPTION: This kit contains six filmstrips with accompanying audiotapes, an Administrator's Guide, and 46 case studies. The filmstrip-audiotapes, all of which are concerned with Individualized Instruction, are: Nature and Effects, Objectives and Evaluative Procedures, Diagnosis and Instructional Procedures, Materials and Their Use, Problems and Some Solutions, and Recommendations for Implementation. The Administrator's Guide provides reference on various aspects and techniques designed to assist administrators in planning conferences and in acting as resource persons. The case studies present a wide spectrum of programs of individualized instruction in all grade levels and in urban and rural schools.

12.10

MANY ROADS

Author: Unknown

Date: Current

Source: I/D/E/A
P.O. Box 628
Far Hills Branch
Dayton, Ohio 45419

Cost: Consult Source

OBJECTIVE: Develop the technique of matching learning materials to the needs of the child while providing for self-selection.

DESCRIPTION: This film describes a Wisconsin school built around a learning center which provides a variety of different activities for achieving each learning objective. The importance of self-selection is stressed, emphasizing that the child will usually choose those materials most appropriate to his learning style and interests. Teachers can balance this choice by providing guidance when other materials would better develop the child's skills. 16mm/color/23 min.

12.11

ORGANIZING INDEPENDENT LEARNING

Author: Beatrice A. Ward

Date: 1974

Source: Macmillan Publishing
Company, Inc.
Front and Brown Sts.
Riverside, N.J. 08075

Cost: $1,140.00
Rental, $165.00

OBJECTIVES: 1) Assess student's level of independence, 2) specify student objectives for independent learning activities, 3) specify how student will demonstrate that he/she has achieved the independent learning objectives, 4) develop student contracts for independent learning, 5) develop skill in use of reinforcers, and 6) prepare for phasing-in independent learning activities in the classroom.

DESCRIPTION: The skills of this learning package are presented in a series of lessons which involve reading a handbook chapter, viewing a film, and microteaching for practice and feedback.

EVALUATION: Several evaluation studies of this learning program have been done by Far West Laboratory.

12.12

PERSONALIZING EDUCATION

Author: Howe & Howe　　Date: 1975

Source: Hart Publishing Co.　　Cost: $5.95
719 Broadway
New York, N.Y. 10003

OBJECTIVE: Increase understanding of theory and activities for personalizing education.

DESCRIPTION: This text emphasizes the sequencing of activities for personalizing education, rather than the "cookbook" style usually found in books of this type. Users have reported that having the activities in sequence takes a lot of the guesswork out of choosing activities.

12.13

TEACHERS ON INDIVIDUALIZATION: THE WAY WE DO IT

Authors: David A. Shiman, et al

Date: 1974

Source: Charles F. Kettering
Foundation Program
McGraw-Hill Book Co.
I/D/E/A Institute
for Development of
Educational Activities
McGraw-Hill
330 W. 42nd St.
New York, N.Y. 10036

Cost: Consult Source

OBJECTIVE: Get closer to process of individualization through experiences of group of cooperating schools.

DESCRIPTION: As part of the research on individualized instruction, a league of 18 schools in California was formed. The schools in the league participated in the design and testing of a new strategy for educational improvement--individualized instruction. This book reports the experiences of teachers who used the resources of the League in improving their individualization of teaching and learning. Chapter topics include Notes to a New Teacher, Personalized Learning, Individualized Reading for Primary Children, Individualizing for Slow Readers, Life in a Resource Room, Classroom Interest Centers, Five Years of Individualization, Working Together, and Teaming for Individualization.

12.14

TEACHING STRATEGIES FOR PERSONALIZED INSTRUCTION

Author: Phyllis W. Gore   Date: Current

Source: Instructional Dynamics, Inc.   Cost: $45.95
450 E. Ohio St.
Chicago, Ill. 60611

OBJECTIVE: Better understand ramifications of individualizing learning.

DESCRIPTION: In this cassette series, Phyllis Gore, the narrator, offers ideas and techniques for personalizing instruction within the context of contemporary educational demands. The following topics are covered in the five cassettes (two sides each): The Teacher as a Person, The Student as a Person, Classroom Environment Does Motivate, Conceptualization Does Depend on Experience, Techniques for Personalizing Instruction, Strategies for Come-Alive Teaching of Personalized Reading, Group Teaching Versus Individual Instruction, and The Realities of Contemporary Education.

THE LIVE CLASSROOM

Author:	George Isaacs Brown (ed.)	Date:	1975
Source:	Viking Press 625 Madison Ave. New York, N.Y. 10022	Cost:	$3.50

OBJECTIVE: Learn to create a learning atmosphere based on confluent education.

DESCRIPTION: This text promotes theory and practice for establishing an atmosphere of confluence education (cognitive plus affective), including specific applications of this trend.

12.16

THE TEACHER AS A CLASSROOM MANAGER

Author: Sophie M. Reijel Date: Current

Source: Instructional Dynamics, Inc.
450 E. Ohio St.
Chicago, Ill. 60611

Cost: $84.50

OBJECTIVE: Increase personalization of learning through self-appraisal.

DESCRIPTION: The 12 cassettes of this program cover areas where a teacher might turn off students or encounter problems to personalizing instruction. Some of the cassette titles are: Do you Play Favorites?; Those Added Burdens; Real Communication is so Important; Children Need Models, Enthusiasm Rubs Off; Involving Them All; Stiffled or Encouraged?; Their Faces Tell so Much; Do They Trust You?; Your Voice and Actions...Do They Tune In or Turn Off?; Commands and Orders or Real Involvement?; Sometimes the Teacher Needs Help; Don't Get Caught in the Middle; You don't Have to Lose Face.

12.17

YES, THEY CAN!

Author: Weber Date: 1974

Source: McDougal Littell Cost: $7.95
P.O. Box 1667
Evanston, Ill. 60204

OBJECTIVE: Learn specific learning techniques for use with slow learners.

DESCRIPTION: This text contains activities for adolescent slow learners and instruction for individualizing instruction for this learning group. It has been deemed successful by a wide variety of undergraduate and graduate education students as well as practicing teachers.

COMPETENCY THIRTEEN

Assist teachers to develop effective leadership skills.

LEADERSHIP IS

... a force that activates the human resources within an organization.

... involvement of those who are influenced by policy formed by the group.

... someone acting as an agent of change.

... an ability to help the group define its goals, achieve its objectives and maintain its strength as a body.

... the means by which the self-worth and creative talents of teachers and students can be tapped.

LEADERSHIP IS NOT

... possession of some mysterious, universal trait which is unattainable to the "normal" person.

LEADERSHIP IS GAINED

... by exposure to resources which will enable an individual to develop special competencies necessary to articulate group objectives and to help the group reach these objectives in an expeditious manner.

ACTIVE GROUP BUILDING TECHNIQUES	13.1, 13.2, 13.3, 13.5, 13.6, 13.7, 13.10, 13.12, 13.15, 13.18
LEADERSHIP BEHAVIOR	All items
PATTERNS OF VERBAL BEHAVIOR	13.3, 13.4, 13.12, 13.13, 13.19
ORAL PRESENTATION SKILLS	13.2, 13.3, 13.10, 13.18

CONFORMITY

Author: An Omega Production Date: Current

Source: BFA Education Media Cost: $120.00
2211 Michigan Ave.
P.O. Box 1795
Santa Monica, Calif. 90406

OBJECTIVES: 1) Obtain mind set for pondering leadership role, and 2) secure stimulation for conversation relevant to leadership function.

DESCRIPTION: This film symbolically shows that people tend to live their lives in patterns. It suggests that man is a traditionalist and in effect actually becomes part of a large repetitious pattern. The film presents war and fighting of any sort as another form of conformity. A strong leader can help resolve conflicts. Narrationless. 16mm/8 min.

13.2

DECIDING ON DEFENSIBLE GOALS VIA EDUCATIONAL NEEDS ASSESSMENT

Author: Unknown Date: Current

Source: Vimcet Assoc. Cost: $18.00
Box 24717
Los Angeles, Calif. 90024

OBJECTIVES: 1) Develop strategy for drawing out preferences of educationally-involved groups, and 2) devise group persuasion plan to fit result of educational needs assessment.

DESCRIPTION: This filmstrip-tape presentation (#25) examines a strategy for systematically securing the preferences of various representative groups in order to establish educational goals. After completing the program the viewer will be able to design a plan for an educational needs assessment procedure which incorporates the technical procedures described in the program.

EDUCATIONAL PROJECT MANAGEMENT INSTRUCTIONAL SYSTEM: MODULE II, PROJECT MANAGEMENT, BASIC PRINCIPLES AND TECHNIQUES

Author: C. Peter Cummings and Desmond L. Cook

Date: Current

Source: Publications Office
Research for Better Schools
1700 Market St.
Philadelphia, Pa. 19103

Cost: $90.00

OBJECTIVE: Prepare to manage local education project.

DESCRIPTION: The Basic Principles and Techniques training unit is an individualized, self-contained instructional package designed to provide project managers with the basic knowledge, skills, abilities, and sensitivities needed to manage a project in a local educational setting. Chapter headings in this module are: An Introduction to Project Management, Project Definition, Work Flow, Time Estimation, Resource Allocation, Cost Estimates and Budgets, Project Start-Up, Developing the Project Information System, Problem Identification, Problem-Solving Through Management's Actions, Solution or Decision Implementation, and Project Termination. The package includes a manual to guide self-study and a case simulation which enables participants to role-play the knowledge and skills presented in the lessons. The unit provides a mixture of individual and group activity and is designed to be completed in 24-40 hours, depending on the options selected.

EVALUATION: In a study conducted by the Educational Testing Service, this module was selected from among 200 entries as one of 23 innovations worthy of dissemination support by the National Institute of Education.

13.4

EFFECTIVE LEADERSHIP

Author: Unknown

Date: 1968

Source: Lifelong Learning
University Extension
University of California
Berkeley, Calif. 94720

Cost: $255.00
Rental, $20.00

OBJECTIVE: Increase leadership ability through learning of effective responses.

DESCRIPTION: Dr. Robert Tannenbaum, behavioral scientist, UCLA, lectures on the characteristics of effective leadership in this 32-minute film. "Social sensitivity," which comes through trying to understand how another person views his problems, and "action flexibility," the ability to behave appropriately in response to one's perceptions, and to communicate that response to another are two of the leadership characteristics explored.

INDIVIDUAL INSERVICE CONTRACTING

Authors: Tom Hill, et al   Date: Current

Source: Educational Service University   Cost: $1.75
No. 6, P.O. Box 10
Milford, Ne. 68405

OBJECTIVES: 1) Improve instruction through use of individual inservice contracts, and 2) move closer to personalized instruction goals.

DESCRIPTION: This 18-page learning packet is designed for instructional leaders who are interested in acquiring the skills for a dynamic and innovative inservice education program. Small group interaction and role playing activities are stressed.

13.6

INNOVATION BY DESIGN

Author: Dwight W. Allen
Date: Current

Source: Instructional Dynamics Inc.
450 E. Ohio St.
Chicago, Ill. 60611
Cost: $54.50

OBJECTIVE: Learn to design effective innovation plans.

DESCRIPTION: This 6-cassette series covers the following areas: Designer's Model for Innovation, Innovation as an Organizational Process, Staff Attitudes towards Educational Change, Strategies for Change, Using Technology to Humanize Education, and Predicting the Future of Education. The tapes are a series of thought-provoking talks, which stress that innovation is feasible and can be accelerated when thoughtfully planned.

INSTRUCTIONAL SUPERVISION: A CRITERION-REFERENCED STRATEGY

Author: James Popham

Date: Current

Source: Vimcet Assoc.
P.O. Box 24714
Los Angeles, Calif.
90024

Cost: Consult Source

OBJECTIVES: 1) Describe the two primary functions of an instructional supervisor who uses a criterion-referenced strategy, 2) list recommended activities to be used by supervisors in carrying out each of these functions, and 3) identify supervisory actions which are not consistent with a criterion-referenced strategy.

DESCRIPTION: This filmstrip/tape program examines an approach to supervision wherein attention is directed toward the consequences of instruction rather than the means used during instruction. The program advocates ends-focused instruction as a criterion-referenced strategy to be used in advisory process. The kit includes an instructor's manual and an examination which can be used as a pre-or post-test with post-test results providing a useful follow-up activity.

13.8

LEADERSHIP AND EFFECTIVE MANAGEMENT

Author: Fred E. Fiedler and Martin M. Chemers
Date: 1974

Source: NTL/Learning Resource Corp.
7594 Eads Ave.
La Jolla, Calif. 92037
Cost: $6.00

OBJECTIVE: Learn leadership behavior.

DESCRIPTION: This 166-page booklet summarizes recent studies of leadership behavior and presents in detail the authors' contingency model and the implications of the "least-preferred co-worker" technique.

13.9

LEADERSHIP: STYLE OR CIRCUMSTANCE?

Author: Judith Dancoff Date: 1975

Source: McGraw-Hill Films Cost: $450.00
Sales Service Dept. Rental, $45.00
1221 Ave. of the Americas
New York, N.Y. 10020

OBJECTIVES: 1) Probe the causes behind leadership, and 2) learn how to select trustworthy leaders.

DESCRIPTION: This 27-minute color film received an Honorable Mention from the Columbus Film Festival and the DSTD Organization. The film illustrates through interviews with the presidents of Baskin-Robbins and Deluxe General the effectiveness of both the relationship and the task-oriented leader. Ways of developing new leaders and insuring the effectiveness and longevity of such leaders once they are on the job are also covered.

13.12

MINI-SEMINAR

Author: Lacy Hall

Date: Current

Source: Instructional Media, Inc.
8141 East 44th St.
Tulsa, Okla. 74145

Cost: $25.00

OBJECTIVE: Learn techniques to successfully motivate staff.

DESCRIPTION: The Mini-Seminar is a cassette program with a Leader's Guide and appropriate participant materials that allows a leader to involve his faculty in an exciting motivational program. The Mini-Seminar is a packaged version of the Achievement Motivational Program's popular leader-led seminars and includes four phases: sharing, successes, strengths, and goal setting. Components: Leader's Guide, Cassette, and Material for 10 participants.

NATURE OF THE TEACHING PROFESSION

Author: Lois Ore

Date: Current

Source: Idaho State Univ.
Teacher Corps
Idaho State Univ.
Pocatello, Idaho 83201

Cost: Consult Source

OBJECTIVE: Increase personal effectiveness by improved role perception of oneself and other members of the educational profession.

DESCRIPTION: This 22-page module cluster, EPF-001.00 (ISU) contains 7 modules: Reasons for Entering the Teaching Profession; Description of Teaching; Major Tasks Facing Education; Characteristics of Effective Teachers; Professional Organizations in Education; Employment Opportunities for Teachers; and Teacher Salaries and Status. Instructional activities include a wide variety of independent study activities, recommended readings, small group discussions, films, seminars, and self-designed activities.

13.12

PERSONAL EFFECTIVENESS: GUIDING PEOPLE TO ASSERT THEMSELVES AND IMPROVE THEIR SOCIAL SKILLS

Author: R.P. Liberman, et al   Date: 1975

Source: Research Press   Cost: $5.95
Box 3177
Champaign, Ill. 61820

OBJECTIVES: 1) Gain success in relating to others by improved expression of feelings, 2) become more competent and confident by strengthening the effects while interacting with people, 3) generate the ability to initiate and maintain conversation, and 4) defend ones needs without alienating others.

DESCRIPTION: This program consists of four components which together provide a complete kit for conducting group sessions in personal effectiveness, as well as for conducting inservice staff workshops. The training process focuses on better use of eye contact, facial expressions, posture, gestures, tone fluency, and content. Training consists of structured, easy-to-follow procedure that draws together modeling, role playing or behavioral rehearsal, graded steps with positive feedback for small accomplishments, and prompting. This is a comprehensive program which provides a sound rationale, a systematic procedure for group sessions, and the methods for evaluating client progress and staff effectiveness.

POWERPLAY: A SIMULATION DEALING WITH COLLABORATION, NEGOTIATION AND COERCION

Author: George Peabody and Paul Dietterich

Date: Current

Source: NTL/Learning Resources Corp.
7594 Eads Ave.
La Jolla, Calif. 92037

Cost: $35.00

OBJECTIVE: Increase leadership skills through effective use of power.

DESCRIPTION: This learning game is designed to teach people to accept and deal with the realities of power. Participants learn about exercising power by practicing three power strategies: collaboration (win-win), negotiation (exchange), and coercion (win-lose). The program is designed to cover four to seven hours playing time, or it can be divided into several sessions of about forty-five minutes each. Materials include a Leader's Manual, a Participant's Manual (with questionnaires), ballots, and scoring pads.

13.14

PROFESSIONAL DECISION MAKING FOR TEACHERS

Author: Elbert A. Alfrey,
Alan T. Seagren,
and Ron Joekel

Date: Current

Source: Nebraska Educational
Television Council
for Higher Education
(NETCHE)
P.O. Box 83
Lincoln, Ne. 68501

Cost: Consult Source

OBJECTIVES: 1) Practice making decisions related to teaching, 2) participate in active discussion regarding teacher decisions, and 3) learn to better analyze conflict situations.

DESCRIPTION: This one-hour videotape features a series of 20 potential conflict situations that beginning teachers may face. The conflict situations are divided into two general categories; professional decisions that student teachers may face in their relationships with their students and incidents which deal primarily with professional decisions in relationships with school administrators, cooperating teachers, college supervisors and parents. The conflict areas vary from methodology, individual differences, classroom management and extra-classroom activities to such non-student related areas as a student teacher's commitment to teacher education, the placement of student teachers, professional ethics, lesson planning and personal grooming. The syllabus that accompanies the videotape lesson is structured to help student teachers discuss alternative courses of action. In addition, certain general principles relating to each critical incident have been included and pertinent annotated references follow each section.

THE MOTIVATION ADVANCE PROGRAM

Author: Audrey J. Peterson	Date: Current
Source: Instructional Media Inc. 8141 East 44th St. Tulsa, Okla. 74145	Cost: $49.50

OBJECTIVE: Increase personal growth of individual group members through selected activities.

DESCRIPTION: The Motivation Advance Program (MAP) provides a resource of activities and ideas to foster understanding of the self and others as unique, capable persons. The program, which concentrates on the positive potential for personal growth, is divided into the following phases: sharing, successes, strengths, values, creative life-management, and reinforcement. Worksheets are provided so that the leader has all the activities and materials he needs to conduct a group session.

13.16

THE PROGRAM EXERCISES FOR MANAGEMENT AND ORGANIZATIONAL DEVELOPMENT

Author: Bernard M. Bass
Date: 1974

Source: Transitional Programs Corp.
54 Main St.
Scottsville, N.Y. 14546
Cost: Consult Source

OBJECTIVES: 1) Stimulate thinking and problem solving in specific key areas, 2) provide understanding in clarifying conceptualizations and providing bases for further generalizations in similar situations in work settings, and 3) bring out the importance of feedback and content vs. process.

DESCRIPTION: The program is a collection of fifteen independent exercises; each one designed to provide participants with opportunities for personal growth, team building, and organization development. Each exercise is in essence a simulation which requires the participant to respond as he or she might in real life. Each incorporates many of the elements of case study: playing, programmed instruction, nad laboratory training.

Each exercise directs learning towards individuals, groups and organizations. Learnings that relate to groups center on interpersonal relationships, consensual decision-making and observation of group process. At the organizational level, the learnings concern goal-seeking behavior, intergroup relations, and organizational strategy.

13.17

THE SENSITIVE MANIPULATOR: THE CHANGE AGENT WHO BUILDS WITH OTHERS

Author: William G. Dyer　　Date: 1972

Source: NTL/Learning　　Cost: $7.50
Resources Corp.
7594 Eads Ave.
La Jolla, Calif. 92037

OBJECTIVE: Become a more efficient change agent.

DESCRIPTION: This 220-page volume identifies major current values, methods and theories which underlie the process of change. Planned change is discussed from various perspectives: the individual, the organization, the family and the professional change agent. Among the topics covered are: authentic behavior, trust, feedback, adjustment, motivation, acceptance, manipulation, conflict, cultural barriers, helping relationships, and consulting.

13.18

TRAINING FOR IMPROVEMENT/TRAINING FOR LEADERSHIP IN LOCAL EDUCATIONAL IMPROVEMENT PROGRAMS

Author: Glen Heathers

Date: Current

Source: Publications Office
Research for Better
Schools, Inc.
1700 Market St.
Philadelphia, Pa. 19103

Cost: $75.00

OBJECTIVE: Learn to solve problems concerned with implementing educational change.

DESCRIPTION: Ten individual training units make up this "how to" program in educational leadership. Each unit focuses on one key component of the problem-solving process that leads to significant educational improvement. Users will learn the day-to-day application of leadership skills in recognizing common shortcomings of local improvement programs, in selecting the right program, in planning for training needs, and in implementing an improvement program in a local school or district.

13.19

VALUES

Author: Lanier, Barnes and Byers	Date: Current
Source: Marketing Division Instructional Media Center Michigan State Univ. East Lansing, Mi. 48824	Cost: $300.00 Rental, $13.75

OBJECTIVES: 1) Define "values" in operational terms, and 2) examine "values" as expressed by a person and "values" as represented by non-verbal behavior.

DESCRIPTION: This is a 33-min/16mm/color film, accompanied by a manual entitled "Living Our Values." The film is intended to stimulate examination of the relationships between one's verbalized values and the values one expresses behaviorally. It provides a conceptual vehicle for applying the value consistency concept to one's own life situation. Practice suggestions are provided in the user's manual.

EVALUATION: This unit has been field-tested at Michigan State University in a variety of pre-and in-service courses for teachers.

COMPETENCY FOURTEEN

Assist teachers to understand and use effective techniques of classroom management.

> "There is no management theory that fits *my* sixth period class."
>
> Alfred Anonymous

Well, Alfred may have a point. Perhaps "standard" theories and techniques of classroom management won't fit his unruly sixth-period group. On the other hand, Alfred can't just give up. Perhaps his SBTE can help put together a unique management system, one tailor-made for Alfred's students. Perhaps it's not even classroom management, but rather instructional work which is needed. Whatever the case, Alfred's SBTE can serve as an effective co-detective, using designated sources to track down the cause of disruption in Alfred's sixth period class. Together, they can make the "unmanageables" manageable.

DESCRIBE RELEVANT THEORIES AND RESEARCH ON CLASSROOM MANAGEMENT	14.3, 14.6, 14.7
DESCRIBE A VARIETY OF CLASSROOM MANAGEMENT TECHNIQUES	14.2, 14.3, 14.4, 14.5, 14.8, 14.9, 14.10, 14.12
DISTINGUISH BETWEEN MANAGERIAL AND INSTRUCTIONAL PROBLEMS	14.1, 14.6, 14.10, 14.11
DEMONSTRATE CLASSROOM MANAGEMENT TECHNIQUES APPROPRIATE TO SPECIFIC THEORIES, AND APPLICABLE TO SPECIFIC PROBLEMS	14.1, 14.2, 14.3, 14.4, 14.5, 14.8, 14.9, 14.10, 14.11, 14.12

HOW TO FIGHT FAIR: UNDERSTANDING AGGRESSION--IN THE CLASSROOM

Author: George Bach

Date: Current

Source: Instructional
Dynamics Inc.
450 E. Ohio St.
Chicago, Ill. 60611

Cost: $84.50

OBJECTIVE: Learn to deal creatively with classroom aggression.

DESCRIPTION: The thesis of this 10-cassette program is that although society teaches us to repress many of our aggressive tendencies, aggression is, perhaps, more natural in humans than is love. The author describes how all of us can deal creatively with the perplexing problems of human anger and violence. Topics covered are: Aggression: an introduction... Fight personalities: hawks and doves...Love, sex, and aggression...The generation gap...You are aggressive...How and when to fight...Aggression and sports: definition... Do-it-yourself aggression...Therapy...Overview.

IMPROVING CLASSROOM DISCIPLINE

Author:	William J. Gnagey	Date:	Current
Source:	Instructional Dynamics, Inc. 450 E. Ohio St. Chicago, Ill. 60611	Cost:	$54.50

OBJECTIVE: Learn specific step-by-step help and proven techniques in classroom management.

DESCRIPTION: These six cassettes and teacher guide cover such areas of classroom management as: How effective are your rules?...Why do your students make trouble?...Do your control techniques backfire?...Is your punishment permissable?... and Are you willing to experiment?

14.3

LEARNING AND LIKING IT

Author: Stephen L. Yelon

Date: 1976

Source: Marketing Division
Instructional Media
Center
Michigan State Univ.
East Lansing, Mi. 48824

Cost: Videotapes, $42.00 kit
Films, $11.00 kit
Workbook, $8.00 each

OBJECTIVES: 1) Improve classroom motivation, and 2) increase use of positive discipline.

DESCRIPTION: Each kit includes 10 color videotapes, a student's workbook, and a teacher's manual. The videotapes can be used separately and have been field-tested with successful results. Lesson subjects include: Positive reinforcement, shaping and scheduling, punishment, extinction and differential reinforcement, classroom environment, and motivation.

14.4

NEW WAYS OF MANAGING CONFLICT

Author:	Rensis Likert and Jane Gibson Likert	Date:	1976
Source:	NTL/Learning Resources Corp. 7594 Eads Ave. La Jolla, Calif. 92037	Cost:	$16.00

OBJECTIVE: Improve management techniques through System 4.

DESCRIPTION: The authors of this book have devised a strategy to reduce internal and external conflict as well as to improve overall performance. System 4 leadership and interaction principles and their effective application can replace "win-lose" problem solving with "win-win" results. Clear-cut application methods as well as evaluation instruments are included.

14.5

POWERPLAY: A SIMULATION DEALING WITH COLLABORATION, NEGOTIATION AND COERCION

Author: George Peabody and Paul Dietterich

Date : Current

Source: NTL/Learning Resources Corp.
7594 Eads Ave.
La Jolla, Calif. 92037

cost: $35.00

OBJECTIVE: Improve classroom management techniques through use of power strategies.

DESCRIPTION: This learning game is designed to teach people to accept and deal with the realities of power. Participants learn about exercising power by practicing three power strategies: collaboration (win-win), negotiation (exchange), and coercion (win-lose). The program is designed to cover four to seven hours playing time, or it can be divided into several sessions of about forty-five minutes each. Materials include a Leader's Manual, a Participant's Manual (with questionnaires), ballots, and scoring pads.

14.6

PROFESSIONAL DECISION MAKING FOR TEACHERS

Author: Elbert A. Alfrey,
Alan T. Seagren,
and Ron Joekel

Date: Current

Source: Nebraska Educational
Television Council
for Higher Education
(NETCHE)
P.O. Box 83
Lincoln, Ne. 68501

Cost: Consult Source

OBJECTIVES: 1) Practice making decisions related to teaching, 2) participate in active discussion regarding teacher decisions, 3) learn to better analyze conflict situations, and 4) learn to better distinguish between managerial and instructional problems.

DESCRIPTION: This one-hour videotape features a series of 20 potential conflict situations that beginning teachers may face. The conflict situations are divided into two general categories; professional decisions that student teachers may face in their relationships with their students, and incidents which deal primarily with professional decisions in relationships with school administrators, cooperating teachers, college supervisors and parents. The conflict areas vary from methodology, individual differences, classroom management and extra-classroom activities, to such non-student related areas as a student teacher's commitment to teacher education, the placement of student teachers, professional ethics, lesson planning and personal grooming. The syllabus that accompanies the videotape lesson is structured to help student teachers discuss alternative courses of action. In addition, certain general principles relating to each critical incident have been included and pertinent annotated references follow each section.

14.7

PROTOCOL MATERIALS: CLASSROOM MANAGEMENT

Author: Walter R. Borg

Date: Current

Source: National Resource &
Dissemination Center
University of South Florida
FAO 268
Tampa, Fla. 33620

Cost: $382.50
Rental, $54.00

OBJECTIVE: Help participants understand the concepts and apply the skills found to be associated with high levels of work involvement and low levels of deviant behavior during both recitation and seatwork.

DESCRIPTION: Series includes four 16mm color films with individual student guides, observation sheets, and evaluation materials plus instructor's manual for the series. Titles include Group Alerting, Learner Accountability, Transitions, and Withitness. Each of the four classroom management protocols is concerned with one important concept that leads to higher levels of pupil work inovlvement and lower levels of disruptive behavior. For each concept specific verbal behaviors are identified to relate the concept to classroom application. All of the strategies presented are based on Kounin's research as reported in Discipline and Group Management in Classrooms (1970).

14.8

REALITIES OF CLASSROOM MANAGEMENT

Author: Ward Welden
Date: Current

Source: Instructional Media
8141 East 44th St.
Tulsa, Okla. 74145
Cost: $64.95

OBJECTIVES: 1) Learn a variety of classroom management techniques, 2) preview techniques of effective classroom management.

DESCRIPTION: A 12-audio cassette program narrated by the author. Among the topics discussed are: The importance and ease of goal setting, need of employing different styles of classroom management in different situations, conflict management, building community in the classroom, teaching with style, management practice, and constructive classroom decor.

14.9

SOLVING TEACHING PROBLEMS AND A GUIDE FOR THE ELEMENTARY SCHOOL TEACHER

Author: Mildred Bluming and Myron Dembo
Date: 1973

Source: Order Dept.
Goodyear Publishing Co.
1640 Fifth St.
Santa Monica, Calif. 90401
Cost: $6.95

OBJECTIVE: Share proven classroom management techniques through a survey of elementary school teachers.

DESCRIPTION: Survey results to the open-ended sentence: "My biggest problem in teaching is ..." produced this 131-page book. This is a guide to the recurrent problems that beset elementary classrooms, and the proven techniques and approaches, in case techniques, for solving them.

14.10

SURVIVAL KIT FOR TEACHERS (AND PARENTS)

Author: Myrtle T. Collins Date: 1975
and Dwane R. Collins

Source: Order Dept. Cost: $8.50
Goodyear Publishing Co.
1640 Fifth St.
Santa Monica, Calif. 90401

OBJECTIVES: 1) Increase supply of classroom management techniques, and 2) improve ability to match management techniques to specific problems.

DESCRIPTION: This 290-page booklet offers 1,116 ways to cope with 324 behaviors--from five to thirty options for each. Alphabetized and cross-referenced direct, immediate things to do and things to say, while the situation is occurring. The Appendix describes 26 classroom management techniques frequently cited in the Options.

THE HEART OF TEACHING

Author: AIT

Date: Current

Source: Agency for
Instructional
Television
Box A
Bloomington, Ind. 47401

Cost: Consult Source

OBJECTIVES: 1) Learn to cope with personal feelings while meeting professional responsibilities, 2) improve ability to conduct human-relations training courses, and 3) increase ability to effectively manage students.

DESCRIPTION: "The Heart of Teaching" project consists of five 15-minute programs (four dramatizations and a semi-documentary) on the common affective concerns that teachers themselves have identified as their most troublesome. Additionally, there is a special videocasette in which the project's national consultants illustrate preferred ways of handling issues posed in the programs. The Viewer's Guide describes the issues in the programs, promotes self-reflection, and motivates further thought and study. The Discussion Leader's Guide contains planning ideas, background information on the series, discussion questions, and suggestions for leading the discussion. Unlike other professional materials, these programs are not designed to provide specific professional knowledge or skills. Instead, each invites teachers to share with the characters on the screen an emotionally-charged experience, reflect upon it, and so get in touch with their own feelings. The programs deal incidentally with various professional topics--like grading, classroom techniques, and student discipline. The program titles are: The Parent Crunch (Communication), Eye for Change (Professional Growth), Last Hour Clash (Frustration), Everyone is Something Else (Individual Differences) and A Faculty Feeling (Loneliness).

14.12

THE TEACHER AS A CLASSROOM MANAGER

Author: Sophie M. Reiffel

Date: Current

Source: Instructional
Dynamics, Inc.
450 E. Ohio St.
Chicago, Ill. 60611

Cost: $84.50

OBJECTIVE: Lessen management problems through effective classroom experiences.

DESCRIPTION: Motivation and enjoyable experience are used as tools against classroom disruption. Topics covered include: Classroom climate and the learning process...Learning should be fun...Real communication is so important...Getting them to school on time...Enthusiasm rubs off...Involving them all... Objective assessment of problems...Commands and orders or real involvement...and You don't have to lose face.

COMPETENCY FIFTEEN

Assist teachers to evaluate instructional effectiveness by collecting, analyzing, and interpreting data on teacher and student behavior.

The most effective teacher of a few years back may be the most frustrated teacher the SBTE encounters today. Since the characteristics of both the student body and the content to be learned have drastically changed, the teacher's methodology will, in many cases, need updating. The SBTE who has on hand a list of effective resources and a tactful approach, can play a definite part in this scenario.

TECHNIQUES FOR SELECTING, OBSERVING AND MEASURING BEHAVIOR	15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 15.10
ANALYZE OBSERVATIONAL DATA	15.2, 15.4, 15.7, 15.8, 15.10
RELATE DATA TO GOALS AND OBJECTIVES	15.1, 15.6, 15.7, 15.9, 15.10, 15.11
INTERPRET AND PROVIDE FEEDBACK OF RESULTS	15.2, 15.3, 15.4, 15.5, 15.7, 15.8, 15.11

CHANGING STUDENT BEHAVIOR: A NEW APPROACH TO DISCIPLINE

Author: Duan Brown

Date: 1971

Source: Wm. C. Brown Co.
Publishers
2460 Kerper Blvd.
Dubuque, Iowa 52001

Cost: $2.95

OBJECTIVE: Be introduced to behavior modification as a tool for classroom management.

DESCRIPTION: This is a good introductory book for those teachers not yet acquainted with behavior modification. Brown believes the teacher's approach to classroom management is a major factor in determining the teacher-student relationship. This relationship defines the teacher's relative influence on the student. Among the topics covered which deal with classroom relationships are classroom discipline, goal-setting, and work habits; pupil personnel team and parents; and identification of behavioral problems. Each chapter contains examples, case studies, illustrations of behavior modification concepts, and an assimilation list which suggests ways in which the reader can apply the concepts presented.

15.2

EXCEPTIONAL TEACHING

Author: Owen R. White and
Norris G. Haring

Date: 1976

Source: Charles E. Merrill
Publishing Co.
1300 Alum Creek Dr.
Columbus, Ohio 43216

Cost: Consult Source

OBJECTIVES: 1) Pinpoint the behaviors which are the most important to an individual's growth, 2) collect information about the individual's progress, and 3) determine the effectiveness of techniques and materials.

DESCRIPTION: This multimedia training package contains eight modules and audio-visual programs. Participants follow this format for each of the four sections; 1) study the introductory materials, 2) observe an audio-visual demonstration of the skill to be developed, 3) practice what is observed, and 4) evaluate their own performance. Mediapax programs are available in film loops and audio tape machines, video tape equipment, or 16mm film projectors.

In this competency-based program, each new skill requires a prespecified level of competence in preceeding skills. Participants will evaluate their own performance before proceeding with next skill. Provisions are made for reviewing and practicing skills when necessary.

HANDBOOK OF EDUCATIONAL SUPERVISION: A GUIDE FOR THE PRACTIONER

Author: James R. Marks, et al   Date: Unknown

Source: Allyn and Bacon, Inc.   Cost: $29.95
150 Tremont St.
Boston, Mass. 02210

OBJECTIVE: Increase overall supervisory abilities to improve education.

DESCRIPTION: This handbook is divided into task-areas. Included in each task-area are patterns for supervision; definite procedures, techniques, and devices that have been proved in experience. Numerous charts, tables, figures, and simulated in-basket supervisory problems have been included. Such task-areas as: organizing the supervisory program; improving supervisory visits and conferences; measuring teacher effectiveness; selecting, organizing, and facilitating the use of instructional technology materials; helping the staff understand children, and providing successful faculty meetings and group conferences are handled. Included in the appendix are: Flanders System of Interaction Analysis and accompanying forms for recording and charting results; a reference manual of instructional procedures for the supervisor, and questions and activities for the supervision class. Each chapter includes a supplementary section with extra helps relating to the task-area being treated in the chapter.

15.4

IMPROVING TEACHING: THE ANALYSIS OF CLASSROOM VERBAL INTERACTION

Author: Edmund Amidon and Elizabeth Hunter	Date: 1966
Source: Holt, Rhinehart and Winston, Inc. 383 Madison Ave. New York, N.Y. 10017	Cost: $5.50

OBJECTIVE: Utilize data gained from a description of classroom verbal interaction to analyze teaching activities and select appropriate verbal behavior for each activity.

DESCRIPTION: Each chapter in this book treats a different teaching activity. The classroom setting which occurs during these activities is analyzed and categorized through a classification system called the Verbal Interaction Category System (VICS). Skill sessions are included to allow participants to practice various kinds of verbal behavior so that they may develop expertise in selecting appropriate behavior for various teaching activities.

15.5

MEASUREMENT AND ANALYSIS OF BEHAVIORAL TECHNIQUES

Author: John O. Cooper Date: 1974

Source: Charles E. Merrill
Publishing Co.
1300 Alum Dr.
Columbus, Ohio 43216

Cost: Consult Source

OBJECTIVES: 1) Conduct observations of student behavior, 2) evaluate the results, and 3) modify instruction where necessary.

DESCRIPTION: This is one of a series of books on behavioral techniques for the classroom, the goal of which is to improve academic and social instruction. Each text in the series is devoted to a particular aspect of schooling and/or behavior methodology. In this text, tactics and procedures are presented for measuring and analyzing school-related behavior. Part I covers Measurement; Part II, Reporting Teaching Effects; and Part III, Analytic Teaching. Such techniques as observational recording, graphic presentations, and instrumentation for observational recording are discussed.

15.6

MODIFYING CLASSROOM BEHAVIOR

Author: Nancy K. Buckley and Walker M. Hill — Date: 1970

Source: Research Press
Box 3177
Champaign, Ill. 61820

Cost: $3.60

OBJECTIVE: Better understand behaviors and how to alter them.

DESCRIPTION: This is a quickly-read, non-technical book directed at teachers and teacher educators. It is divided into five sections which deal with the following aspects of behavior modification: how behaviors are learned, why behaviors continue to be performed, how behaviors can be eliminated, measuring behavior, and modifying classroom behavior. In each section, the authors discuss a concept in prose form and then present the principle in a programmed instruction format. Presumably readers can learn the material more effectively with active participation, self-pacing, and immediate feedback.

SYSTEMATIC AND OBJECTIVE ANALYSIS OF INSTRUCTION

Author: James Hale and
Allan Spanjer

Date: 1969

Source: Commercial-Educational
Distributing Services
P.O. Box 3711
Portland, Ore. 97208

Cost: $12.65 Training Manual
$ 8.50 Participant Materials

OBJECTIVES: 1) Plan instructional objectives with a teacher which include observable pupil behavior, conditions for learning and criteria of acceptable performance; 2) observe a teaching performance and record in verbatim transcript most of the verbal and non-verbal behavior; 3) analyze a transcript from observation for patterns of teaching and learning behavior; 4) plan a conference which enables the teacher to gain insight into his or her teaching and possible alternative behaviors; and 5) share reactions to the critical analyses of one's own and of others' performances in relation to the objectives of their program.

DESCRIPTION: This system provides materials and step-by-step procedures for conducting 100 hours of instruction for learning skills in interpersonal relations, supervisory techniques and teaching strategies which can be applied in self-analysis and the analysis of other teachers for the improvement of instruction. The instructional program utilizes a deductive approach in which the participants practice doing certain activities and looking at their performances as a means to learning. The materials are organized into 46 units for conducting an inservice workshop or preservice course for teachers, supervisors and administrators.

15.8

SYSTEMATIC OBSERVATION OF TEACHING

Author: Richard L. Ober, et al Date: 1971

Source: Prentice-Hall, Inc. Cost: Consult Source
Englewood Cliffs, N.J.
06732

OBJECTIVES: 1) Focus on systematic approaches to observational planning and assessment of teaching/learning, and 2) present practical methods for developing the awareness and control of behavior that is a prerequisite to teacher competence.

DESCRIPTION: This book explains systematic observation as applied to both the actions of the teacher and the interactions in the classroom. The material is organized to present both the theoretical and the practical applications. Recent examples of the Reciprocal Category System (RCS) and the Equivalent Talk Categories (ETC) are included. These systems offer practical ways to improve instructional skills. Tables, charts, drills and guidelines for observing, recording, collecting, organizing and interpreting data on classroom interaction are provided. Activities are organized so that they may be simulated. Keys to drills are included in the appendix.

TEACHER BEHAVIORS

Author: Connie Kravas Date: Current

Source: Washington State Univ. Consult Source
Pullman, Wa. 99163

OBJECTIVES: 1) Demonstrate understanding of the influence of teacher behavior on student learning; 2) identify attitudes about self that may affect behavior as a teacher in the classroom; 3) identify some attitudes toward others that may affect one's classroom behavior; 4) become aware of a variety of effective verbal and non-verbal teacher behaviors; 5) identify personal, verbal and non-verbal behaviors that need improvement; and 6) demonstrate willingness to participate in activities designed to improve communication skills.

DESCRIPTION: This 39-page module includes rationale for studying teacher behaviors, selections on personal attitudes from suggested bibliography, instructions for participation in encounter sessions, a 134-item interpersonal checklist with directions for its individual use, activities for measuring attitudes toward others, techniques for developing effective teacher behaviors, activities aimed at increasing self-perception, and activities for analyzing non-verbal and verbal behaviors in the classroom. Forms used in teacher behavior analysis by students are included, as well as forms for tallying student-teacher interactions. Completion time is 10 hours.

15.10

THE ELEMENTARY TEACHER AND PUPIL BEHAVIOR

Author: Robert Sylwester   Date: 1971

Source: Parker Pub. Co.   Cost: $10.95
West Nyack, N.Y. 10994

OBJECTIVES: 1) Learn problem-solving techniques to use in elementary classroom, and 2) understand some of the needs and values of students.

DESCRIPTION: This is an easily-read book on the behaviors demonstrated by both teachers and students in the classroom. It is not a collection of research on behavior or behavior theories, but a practical guide for the teacher. Many activities are presented by the author which could be used either to prevent or to solve problems in the area of classroom management. The author also includes a section on the needs and values of students. This book could be of use to a beginning teacher who is searching for possible actions or ideas to use in class. Many of the activities to increase classroom control could be worked into the daily school routine. The text follows a number of the concepts advocated by Dreikurs and Adler, and the author tends to promote group process techniques as the best problem solvers.

VIMCET FILMSTRIP-TAPE PROGRAMS

Author: Vimcet　　　　Date: Current

Source: Vimcet Assoc.　　　　Cost: $18.00
P.O. Box 24714
Los Angeles, Calif. 90024

SUPPLEMENTARY TEXTS:

Establishing Instructional Goals, 1970
Planning an Instructional Sequence, 1970
Systematic Instruction, 1970

James Popham and
Eva Baker

OBJECTIVE: Increase instructional design and planning skills.

DESCRIPTION: This is a series of 18 filmstrip/tape programs which are concerned with instructional design and planning. Included in the titles are: Educational Objectives; Systematic Instructional Decision-Making; Selecting Appropriate Educational Objectives; Establishing Performance Standards; Appropriate Practice; Perceived Purpose (Motivation); Evaluation; A Curriculum Rationale (Tyler Model); Defining Content for Objectives; Affective Objectives; Analyzing Learner Outcomes; Knowledge of Results; Teaching Units and Lesson Plans; Teaching of Reading; Discipline in a Classroom; Modern Measurement Methods; Instructional Supervision: A Criterion-Referenced Strategy; and Experimental Design for School Research. The programs are sequential, but can be combined into sets for different purposes. The Utilization Guide suggests possible sequences. Most of the programs last 30 minutes, and an instructor is not required.

COMPETENCY SIXTEEN

Assist teachers to develop, implement,
and assess continuing individual
professional growth plans.

> "If you stay in the same spot for more than three years, you'll be typecast and never break out of the rut."

How many of us have lived our professional careers in the shadow of this statement? We may deny it, but still it lurks in the background threatening us. Well, with a little work and planning, we can dismiss the "typecasting" phantom once and for all.

The knowledgeable SBTE can provide genuine assistance by helping the teacher map out a plan of professional growth so that there is no rut: identify opportunities the teacher wishes to take advantage of, pinpoint discrepancies between the ideal the teacher wants to achieve and the reality in which the teacher finds himself or herself, formulate plans to overcome those discrepancies identified, and help make revisions as the plan progresses.

Here are some resources to use in providing this guidance to the teacher:

SPECIFY FUNDAMENTAL FEATURES OF PERSONALIZED GROWTH PLAN	16.3, 16.4, 16.5, 16.6, 16.7, 16.8, 16.9
DESCRIBE PROFESSIONAL OPPORTUNITIES	16.2, 16.5, 16.6
HELP CLARIFY PROFESSIONAL GOALS	16.2, 16.5, 16.6, 16.8
ASSIST TEACHER TO ATTAIN DESIRED PROFESSIONAL STATUS	16.1, 16.3, 16.4, 16.5, 16.6, 16.7, 16.8 16.9

ARE YOU COMMUNICATING: PLANNING KEY TO THE FUTURE

Author: Ronald Brown Date: Current

Source: Development Digest Cost: $13.75
P.O. Box 49938
Los Angeles, Calif. 90049

OBJECTIVE: Accentuate ability to obtain desired professional goal through sharpened communication skills.

DESCRIPTION: This cassette tape focuses on the interpersonal climate of the organization and what individuals do to foster positive and negative relationships in communication. It suggests that the most important factor in any executive success is the integrity of the individual's "you-you" relationship. The cassette describes the dynamics of trust in interpersonal relationships and how they impinge on the organizational climate.

16.2

A TEACHER IS FOREVER

Author: TSTA Division of Public Relations   Date: 1976

Source: Joe Seale, Director   Cost: Consult Source
Division of Instructional Services
c/o Visual Materials Center
TSTA, 316 West 12th St.
Austin, Tx. 78701

OBJECTIVES: 1) Assess individual growth achievement, and 2) further define direction of professional growth.

DESCRIPTION: TSTA has produced this 15-minute, 16mm color film. In it, four Texas teachers express, from the depths of their own teaching experience, what it's like to be a teacher. The general theme of the film is "A Teacher is Forever" from the poem of the same title by B. Whitlock.

16.3

EXPERT TEACHER ACTION PROGRAM

Author: Eva Washington Date: 1971

Source: Fearon Publishers, Inc. Cost: $3.00
Pitman Publishing Corp.
6 Davis Drive
Belmont, Calif. 94002

OBJECTIVES: 1) Distinguish "expert" from "advanced, average, novice, and poor" teaching on 25 critical variables such as motivating students and class control; 2) determine specific behavior changes required for moving from a lower to a higher level of performance; and 3) develop skills of teacher self-evaluation.

DESCRIPTION: The 25 variables chosen to reflect a definition of "expert" teaching are operationally defined in terms of specific teacher behaviors in this handbook. Procedures for observing classroom activities are specified, and detailed descriptions for using films of expert teachers are provided. All methods of evaluating observations are based on the 25 variables. Teachers are not compared with each other. Also provided is a list of "ethics for classroom observers," procedures for inservice teacher self-training, a film, and a classroom observation practice sheet.

EVALUATION: The program has been tested in workshop sessions that have involved more than 1,200 educators representing 50 school districts. Washington reports teachers and administrators who have participated in the program have developed a high degree of adeptness in evaluating classroom activity. In turn, these participants have "increased their proficiency in self-evaluation...and acquired new insights into the teaching process."

16.4

POWERPLAY: A SIMULATION DEALING WITH COLLABORATION, NEGOTIATION AND COERCION

Author:	George Peabody and Paul Dietterich	Date:	Current
Source:	NTL/Learning Resources Corp. 7594 Eads Ave. La Jolla, Calif. 92037	Cost:	$35.00

OBJECTIVE: Escalate professional growth by dealing effectively with power.

DESCRIPTION: This learning game is designed to teach people to accept and deal with the realities of power. Participants learn about exercising power by practicing three power strategies: collaboration (win-win), negotiation (exchange), and coercion (win-lose). The program is designed to cover four to seven hours playing time, or it can be divided into several sessions of about forty-five minutes each. Materials include a Leader's Manual, a Participant's Manual (with questionnaires), ballots, and scoring pads.

16.5

PROFESSIONAL COMMITMENT

Author: Court Craw Date: Current

Source: Educational Filmstrips Cost: $15.00
1410 19th St.
Huntsville, Tx. 77340

OBJECTIVE: Conduct self-analysis of personal fulfillment in teaching profession.

DESCRIPTION: This filmstrip-tape program is accompanied with slide cues. The program presents a group of twelve teachers who are involved with the problems and concerns they encounter in teaching. Questions are raised concerning professional integrity and a lot of self-searching takes place. This thought-provoking item should spark a lively discussion.

16.6

PROFESSIONAL DECISION-MAKING FOR TEACHERS

Author: Elbert Alfrey, et al   Date: Current

Source: NETCHE Library   Cost: $35.00
P.O. Box 8311
Lincoln, Ne. 68501

OBJECTIVE: Preview possible professional decision points.

DESCRIPTION: This 60-minute videotape presents prospective teachers with problem situations which they are likely to face on the job. Although teacher education has not reached the level of an exact science where precise predictions can be made for certain sets of circumstances, this program gives future teachers a chance to review 20 potential conflict situations. These situations are presented primarily to serve as stimulants for group discussions. Study guide available to accompany the presentation.

THE HEART OF TEACHING

Author: AIT

Date: Current

Source: Agency for
Instructional
Television
Box A
Bloomington, Ind. 47401

Cost: Consult Source

OBJECTIVES: 1) Learn to cope with personal feelings while meeting professional responsibilities, and 2) improve ability to conduct human relations training courses.

DESCRIPTION: "The Heart of Teaching" project consists of five 15-minute programs (four dramatizations and a semi-documentary) on the common affective concerns that teachers themselves have identified as their most troublesome. Additionally, there is a special videocasette in which the project's national consultants illustrate preferred ways of handling issues posed in the programs. The Viewer's Guide describes the issues in the programs, promotes self-reflection, and motivates further thought and study. The Discussion Leader's Guide contains planning ideas, background information on the series, discussion questions, and suggestions for leading the discussion. Unlike other professional materials, these programs are not designed to provide specific professional knowledge or skills. Instead, each invites teachers to share with the characters on the screen an emotionally-charged experience, reflect upon it, and so get in touch with their own feelings. The programs deal incidentally with various professional topics like grading, classroom techniques, and student discipline. The program titles are: The Parent Crunch (Communication), Eye for Change (Professional Growth), Last Hour Clash (Frustration), Everyone is Something Else (Individual Differences), and A Faculty Feeling (Loneliness).

16.8

THE SKILLED HELPER: A MODEL FOR SYSTEMATIC HELPING AND INTERPERSONAL RELATING AND

EXERCISES IN HELPING SKILLS: A TRAINING MANUAL TO ACCOMPANY "THE SKILLED HELPER"

Author: Gerard Egan

Date: 1975

Source: NTL/Learning
Resources Corp.
7594 Eads Ave.
La Jolla, Calif. 92037

Cost: The Skilled Helper: $10.00
Exercises in Helping Skills: $ 5.00

OBJECTIVE: Learn the step-by-step methods of helping.

DESCRIPTION: This 258-page text and its accompanying exercise manual apply the technique of task analysis to the helping process and the helper-helpee relationship. The practical working model consists of three distinct stages: helper response and client self-exploration; integrative understanding and dynamic self-understanding; and, action programs. The exercise manual provides an opportunity for practicing a variety of helping skills, in writing, before the process is used with a person in need of help.

16.9

VALUING: A DISCUSSION GUIDE FOR PERSONAL DECISION MAKING

Author: David S. Abbey Date: Current

Source: Instructional Dynamics Cost: $49.50
450 E. Ohio St.
Chicago, Ill. 60611

OBJECTIVES: 1) Learn the fundamentals of the process involved in making choices and decisions, 2) experiment with alternate ways of solving problems, and 3) understand the kinds of value questions which concern children and young adults at different ages.

DESCRIPTION: This cassette-booklet program is designed for groups of nine to fifteen. "Valuing" is not designed as an encounter group experience, but it does allow people to share information about themselves--when they wish to do it. Participants are given the opportunity to gain new understandings of themselves and the way the valuing process forms the basis of many of our actions.

COMPETENCY SEVENTEEN

Plan and conduct individual conferences with teachers.

> "I just don't seem to be getting through to my cooperating teacher. She said she wanted help with her group discussion skills. I've had six conferences with her where I've shown her exactly how to do it, but she's not improving!"

Perhaps this SBTE is showing and telling too much and listening too little. Sometimes wanting to help badly makes "experts" out of us instead of "helpers." The SBTE who counsels effectively may be the quietest counselor around, because he or she avoids giving direct commands and instead asks clarifying questions, and elicits feelings, opinions, attitudes and alternative strategies from the teacher. After all, it is the teacher who is going to directly put the results of the conference sessions into use. The SBTE who achieves the most success in this area will be the one who has used his or her "teacher material" wisely.

INDIVIDUAL CONFERENCE PLANNING SKILLS	17.1, 17.2, 17.3, 17.7, 17.8, 17.10
INDIVIDUAL CONFERENCE IMPLEMENTATION SKILLS	17.1, 17.2, 17.3, 17.4, 17.5, 17.6, 17.7, 17.8, 17.9, 17.9, 17.10, 17.11
SETTING PROFESSIONAL GROWTH GOALS	17.3, 17.6, 17.7, 17.8, 17.10

COUNSELING INTERACTION PROFILE TRAINING TAPE

Author:	David Crispin and Samuel Mayhugh	Date:	Current
Source:	Paul S. Amidon & Assoc., Inc. 1966 Benson Ave. St. Paul, Minn. 55116	Cost:	$9.00

OBJECTIVES: 1) Gain counseling experience by listening to taped counseling interviews and 2) experience the CIP (Counseling Interaction Profile) system of recording and analyzing interviews.

DESCRIPTION: This tape consists of recorded counseling interviews and is a verbatim reproduction of the manuscript included in the CIP Manual.

17.2

CONSULTATION

Author: Robert R. Blake and Jane S. Mouton

Date: 1976

Source: NTL/Learning
Resources Corp.
7594 Eads Ave.
La Jolla, Calif. 92037

Cost: $17.00

OBJECTIVES: 1) Gain background in theory of consultation and 2) explore various consultation approaches.

DESCRIPTION: In addition to theory and approaches, this 484-page text contains a unique feature: the consulcube which is a systematic framework that helps identify the kinds of consultation that should be offered under specified and definable conditions.

HELPING AND HUMAN RELATIONS: A PRIMER FOR LAY AND PROFESSIONAL HELPERS

VOLUME I SELECTION AND TRAINING

VOLUME II PRACTICE AND RESEARCH

Author: Robert R. Carkhuff	Date: 1969
Source: NTL/Learning Resources Corp. 7594 Eads Ave. La Jolla, Calif. 92037	Cost: $11.50 per volume

OBJECTIVES: 1) Understand the process of helping, 2) improve helping skills, and 3) become aware of field research in the area of helping.

DESCRIPTION: These two comprehensive texts develop a model for effective selection and training of helpers and cover current treatment processes as well as the results of ongoing issues and problems in the areas of training and helping.

17.4

HOW TO FIGHT FAIR: UNDERSTANDING AGGRESSSION--IN THE CLASSROOM

Author: George Bach

Date: Current

Source: Instructional
Dynamics, Inc.
450 E. Ohio St.
Chicago, Ill. 60611

Cost: $84.50

OBJECTIVE: Learn to deal creatively with aggression.

DESCRIPTION: The thesis of this 10-cassette program is that although society teaches us to repress many of our aggressive tendencies, aggression is, perhaps, more natural in humans than is love. The author describes how all of us can deal creatively with the perplexing problems of human anger and violence. Topics covered are: Aggression: an introduction... Fight personalities: hawks and doves...Love, sex, and aggression...The generation gap...You are aggressive...How and when to fight...Aggression and sports: definition... Do-it-yourself aggression...Therapy...Overview.

17.5

INTERPERSONAL PEACEMAKING: CONFRONTATIONS AND THIRD-PARTY PEACEMAKING

Author: Richard E. Walton Date: 1969

Source: NTL/Learning Cost: $5.00
Resources Corp.
7594 Eads Ave.
La Jolla, Calif. 92037

OBJECTIVES: 1) Intervene in conflict situations without loss of effectiveness and 2) elicit alternative strategies during teacher conferences.

DESCRIPTION: This short text presents a diagnostic model for conflict and methods of conflict control, potential gains and risks of direct confrontation, factors that contribute to successful confrontations, strategic functions of consultants, alternative tactics for interviewing and optimal attributes of third-party consultants.

17.6

LEADERSHIP AND EFFECTIVE MANAGEMENT

Author: Fred E. Fiedler and Martin M. Chemers

Date: 1974

Source: NTL/Learning
Resources Corp.
7594 Eads Ave.
La Jolla, Calif. 92037

Cost: $6.00

OBJECTIVE: Learn leadership behavior.

DESCRIPTION: This 166-page booklet summarizes recent studies of leadership behavior and presents in detail the authors' contingency model and the implications of the "least-preferred co-worker" technique.

SYSTEMATIC AND OBJECTIVE ANALYSIS OF INSTRUCTION

Author: James Hale and Allan Spanjer

Date: 1972

Source: Commercial-Educational Distributing Services
P.O. Box 3711
Portland, Ore. 97208

Cost: $12.65 Training Manual
$ 8.50 Participant Manual

OBJECTIVES: 1) Plan instructional objectives with a teacher which include observable pupil behavior, conditions for learning and criteria of acceptable performance; 2) observe a teaching performance and record in verbatim transcript most of the verbal and non-verbal behavior; 3) analyze a transcript from observation for patterns of teaching and learning behavior; 4) plan strategy for a conference based on analysis of the transcript; 5) conduct a conference which enables the teacher to gain insight into his or her teaching and possible alternative behaviors; and 6) share reactions to the critical analyses of one's own and others' performance in relation to the objectives of this program.

DESCRIPTION: This system provides materials and step-by-step procedures for conducting 100 hours of instruction for learning skills in interpersonal relations, supervisory techniques and teaching strategies which can be applied in self-analysis and the analysis of other teachers for the improvement of instruction. The instructional program utilizes a deductive approach in which the participants practice doing certain activities and looking at their performance as the means to learning. The materials are organized into 46 units for conducting an inservice workshop or preservice course for teachers, supervisors and administrators. A qualified instructor can conduct the program for approximately 12 participants.

EVALUATION: Five criterion variables were used to evaluate the instructional system including: 1) cognitive achievement as measured by a pre- and post-test; 2) affective change as measured by a pre- and post-test; 3) change in concerns about teaching as measured by a pre- and post-test; 4) frequency of using communication skills as measured by audio tapes collected throughout the training; and 5) training effectiveness as measured by a post-test evaluation instrument. Complete field-test data and results are available in Technical Report No. 9 from the Northwest Regional Educational Laboratory, Lindsay Building, 710 S.W. Second Ave., Portland, Ore. 97204.

17.8

THE EXPERIENCE OF SCHOOLING

Editor: Melvin L. Silverman   Date: 1971

Source: Holt, Rinehart &   Cost: $5.50
Winston, Inc.
383 Madison Ave.
New York, N.Y. 10017

OBJECTIVES: 1) Examine effect of certain teacher attitudes on student performance, 2) identify strategies for improving teacher/student relationships, and 3) pinpoint value conflicts of profession.

DESCRIPTION: The emphasis of the book is on what schooling does to children. In the article "Teachers' Attitudes and Actions Toward Their Students," Silberman tries to help teachers see the reaction of playing out their personal feelings in class. Included are suggested roleplaying situations which could be used as a basis for discussion between the SBTE and teacher. In "The Acculturation of the School Teacher," George D. Spindler discusses the unresolved value conflicts which cause many teachers to behave differently from the way they profess to act in the classroom. Case studies are included.

17.9

THE HEART OF TEACHING

Author: AIT

Date: Current

Source: Agency for
Instructional
Television
Box A
Bloomington, Ind. 47401

Cost: Consult Source

OBJECTIVES: 1) Learn to cope with personal feelings while meeting professional responsibilities, and 2) improve ability to conduct human relations training courses.

DESCRIPTION: "The Heart of Teaching" project consists of five 15-minute programs (four dramatizations and a semi-documentary) on the common affective concerns that teachers themselves have identified as their most troublesome. Additionally, there is a special videocasette in which the project's national consultants illustrate preferred ways of handling issues posed in the programs. The Viewer's Guide describes the issues in the programs, promotes self-reflection, and motivates further thought and study. The Discussion Leader's Guide contains planning ideas, background information on the series, discussion questions, and suggestions for leading the discussion. Unlike other professional materials, these programs are not designed to provide specific professional knowledge or skills. Instead, each invites teachers to share with the characters on the screen an emotionally-charged experience, reflect upon it, and so get in touch with their own feelings. The programs deal incidentally with various professional topics like grading, classroom techniques, and student discipline. The program titles are: The Parent Crunch (Communication), Eye for Change (Professional Growth), Last Hour Clash (Frustration), Everyone is Something Else (Individual Differences), and A Faculty Feeling (Loneliness).

17.10

THE SENSITIVE MANIPULATOR: THE CHANGE AGENT WHO BUILDS WITH OTHERS

Author: William G. Dyer   Date: 1972

Source: NTL/Learning   Cost: $7.50
Resources Corp.
7594 Eads Ave.
La Jolla, Calif. 92037

OBJECTIVE: Become a more efficient change agent.

DESCRIPTION: This 220-page volume identifies major current values, methods and theories which underlie the process of change. Planned change is discussed from various perspectives: the individual, the organization, the family, and the professional change agent. Among the topics covered are: authentic behavior, trust, feedback, adjustment, motivation, acceptance, manipulation, conflict, cultural barriers, helping relationships, and consultation.

17.11

THE SKILLED HELPER: A MODEL FOR SYSTEMATIC HELPING AND INTERPERSONAL RELATING AND

EXERCISES IN HELPING SKILLS: A TRAINING MANUAL TO ACCOMPANY "THE SKILLED HELPER"

Author: Gerard Egan

Date: 1975

Source: NTL/Learning
Resources Corp.
7594 Eads Ave.
La Jolla, Calif. 92037

Cost: The Skilled Helper: $10.00
Exercises in Helping Skills: $ 5.00

OBJECTIVE: Learn the step-by-step methods of helping.

DESCRIPTION: This 258-page text and its accompanying exercise manual apply the technique of task analysis to the helping process and the helper-helpee realtionship. The practical working model consists of three distinct stages: helper response and client self-exploration; integrative understanding and dynamic self-understanding; and action programs. The exercise manual provides an opportunity for practicing a variety of helping skills, in writing, before the process is used with a person in need of help.

COMPETENCY EIGHTEEN

Recognize the existence of personal problems that affect a teacher's instructional effectiveness, and initiate appropriate referral process.

All of us face personal crises at some time or another. And, most of us learn to cope with these crises, either through our own devices or by seeking the help of others. Teachers are no exception. At some point, the teacher's co-worker, or SBTE, will be confronted by the realization that the cooperating teacher has a personal problem which is interfering with his or her professional duties. The task of assisting the cooperating teacher to recognize that he or she has need of counseling, and getting the teacher to actively seek appropriate help may well be the most difficult aspect of the SBTE role. Not only must the SBTE know his or her limitations as a counselor, he or she must also be a person with whom the teacher has a trusting relationship; a person who is genuinely concerned with the teacher's need, and a person who possesses the skills which enable him or her to be of guidance. The resources listed below are only a first step in achieving this demanding, but vital competency.

LOCATE COUNSELING AGENCIES	18.3, 18.13
RECOGNIZE WHEN TEACHING PROBLEMS ARE RELATED TO PERSONAL PROBLEMS	18.1, 18.6, 18.7, 18.11, 18.12, 18.13, 18.14, 18.15, 18.16
CONVINCE TEACHERS TO SEEK APPROPRIATE HELP	18.1, 18.2, 18.4, 18.5, 18.6, 18.7, 18.9, 18.14, 18.15, 18.16
RECOGNIZE THE SBTE'S LIMITATIONS	18.2, 18.4, 18.6, 18.7, 18.8, 18.9, 18.10, 18.11, 18.12
DEVELOP TRUSTING RELATIONSHIPS	18.1, 18.2, 18.4, 18.5, 18.6, 18.7, 18.8, 18.9, 18.10, 18.11, 18.12, 18.13, 18.14 18.16

ALIVE AND AWARE

Author: Sherod Miller, et al   Date: 1975

Source: Interpersonal   Cost: Consult Source
Communication
Programs, Inc.
2001 Riverside Ave.
Minneapolis, Minn. 55454

OBJECTIVE: Improve communications in relationship experiences.

DESCRIPTION: Topics covered in this book include: The Awareness Wheel, Disclosing Self-Awareness, Styles of Communication, Building Self and Other's Esteem, Contracting to Work on An Issue, and Trouble-Shooting a Problem.

18.2

DAILY LIVING: COPING WITH TENSIONS AND ANXIETIES

Author: Arnold Lazarus Date: Current

Source: Instructional Dynamics Cost: $84.50
450 Ohio St.
Chicago, Ill. 60611

OBJECTIVE: Learn to examine personal problems without losing perspective.

DESCRIPTION: Dr. Arnold Lazarus covers many topics concerned with coping in this 10-cassette program, including the following: Thoughts and Feelings... A Modern Sexual Outlook... Establishing Selfworth... Developing Emotional Freedom... Use of relaxation. Also included in the program are a series of relaxation exercises which are suitable for home use.

18.3

DIRECTORY OF COMMUNITY RESOURCES AND SERVICES

Author: United Fund

Date: 1977

Source: United Fund
1010 Waugh Drive
P.O. Box 13668
Houston, Tx. 77019

Cost: $12.95 per copy
.50 postage and mailing

OBJECTIVE: Provide vital information about human care agencies, their services and locations for planning, information, and referral purposes.

DESCRIPTION: This catalogue lists over 400 resources providing human care services in Houston/Harris County and surrounding area. Besides agency address, phone number and executive's name, information about services such as eligibility requirements, fee policy, documents required, who to contact and information on each branch office, including 24-hour telephone number, services, special times they are provided at the office, and availability of spanish-speaking staff is provided.

18.4

HELPING AND HUMAN RELATIONS: A PRIMER FOR LAY AND PROFESSIONAL HELPERS

VOLUME I SELECTION AND TRAINING

VOLUME II PRACTICE AND RESEARCH

Author: Robert R. Carkhuff

Date: 1969

Source: NTL/Learning
Resources Corp.
7594 Eads Ave.
La Jolla, Calif. 92037

Cost: $11.50 per volume

OBJECTIVES: 1) Understand the process of helping, 2) improve helping skills, and 3) become aware of field research in the area of helping.

DESCRIPTION: These two comprehensive texts develop a model for effective selection and training of helpers and cover current treatment processes as well as the results of ongoing issues and problems in the areas of training and helping.

18.5

MEETING YOURSELF HALFWAY

Author: Sidney B. Simon

Date: 1974

Source: Argus Communications
7440 Natchez Ave.
Niles, Ill. 60648

Cost: $4.95

OBJECTIVE: Learn thirty-one values-clarification strategies.

DESCRIPTION: A book to be experienced, rather than read, in 31 days of getting to know oneself through a deliberate process of value-clarification strategies which are described and clearly illustrated.

18.6

OF HUMAN INTERACTION

Author: Joseph Luft
Date: 1969

Source: Mayfield Pub. Co.
285 Hamilton Ave.
Palo Alto, Calif. 94301
Cost: $4.25 paper

OBJECTIVES: 1) Gain measure of expertise in dealing with others in relation to their problems, 2) understand ways of developing trusting relationships in group situations, and 3) better understand self.

DESCRIPTION: This paperback contains explanations of the Johari Awareness Model and the Johari Window, a graphic model of interpersonal behavior. The paperback also focuses on the following subjects: interaction between two persons who vary in degree of openess; interacting alone; forced exposure, perceiving and knowing; miscommunication; privacy, confidentialiness and eavesdropping; parallaction and the participant-observer; psychodrama; interaction and influence of leaders; trust and appropriate self-disclosure; trust and tolerance; and personal values and the unknown.

PEOPLEMAKING

Author: Virginia Satir

Date: 1972

Source: Science Behavior
Books, Inc.
401 Welch Rd.
Palo Alto, Calif. 94306

Cost: Consult Source

OBJECTIVES: 1) Enhance self-awareness, 2) stimulate new levels of family communication, 3) better understand self and others through examination of the family process, 4) comprehend impact of family pressures on business of "peoplemaking."

DESCRIPTION: A family-oriented text which has use for the individual seeking to understand interactions between self, family, and society. Contains lots of questions to pose to oneself and clear suggestions as to how these questions can be answered to increase effectiveness as a member of family. Also contains experiments in communication to conduct with one's "family." Relevance for teacher in his or her daytime "family," the classroom.

18.8

PERCEIVING, BEHAVING, BECOMING

Author: Association for Supervision and Curriculum Development
Date: 1966

Source: National Education Agency
1201 16th St. N.W.
Washington, D.C.
Cost: $4.50

OBJECTIVES: 1) Increase understanding of basic theories of self actualization, and 2) increase self perception and growth.

DESCRIPTION: A good reference for basic theories of self understanding and growth. Contains suggestions for increasing acceptance of self and others. Combines perceptual view of the adequate personality and theories of Maslow, Kelley, and Rogers.

18.9

PERSONAL ADJUSTMENT

Author: Carl Rogers Date: Current

Source: Instructional Dynamics Cost: $84.50
450 E. Ohio St.
Chicago, Ill. 60611

OBJECTIVES: 1) Learn coping methods for profession, and 2) better handle personal life.

DESCRIPTION: Carl Rogers, the "Dean" of American psychotherapists, shares his insights and his experiences in this 10-cassette program. Such real problems as the lonely person, the generation gap, the place of feeling, the struggle to become a person, what it means to be married, and relationships with your children are discussed.

18.10

SELF ACTUALIZATION, A GUIDE TO HAPPINESS AND SELF-DETERMINATION

Author: Robert Valett Date: 1974

Source: Argus Communications Cost: $3.95
7440 Natchez Ave.
Niles, Ill. 60648

OBJECTIVES: 1) Conduct personal inventory of needs, 2) set personal behavior goals, and 3) better understand process of self-actualization.

DESCRIPTION: This text uses a workbook format to cover methods of increasing self effectiveness. Self-rating of Social/Personal Attributes chart is included as is a plan for self improvement and management. Other topics covered are: Self-discipline and Control, Tension Reduction, Self-renewal, and Self Confidence.

THE AUTHENTIC PERSON, DEALING WITH DILEMMA

Author: Sydney J. Harris Date: 1972

Source: Argus Communications Cost: $1.95
7440 Natchez Ave.
Niles, Ill. 60648

OBJECTIVES: 1) Better understand the thinking process, and 2) fashion personal means of coping with dilemmas of modern life.

DESCRIPTION: This paperback has nothing to do with the subject of teaching. It does, however, concern itself with the paradoxes and polarities of modern society. As such, it can be useful to the educator trying to understand himself or herself as a functioning member of a complex society.

18.12

THE HEART OF TEACHING

Author: AIT
Date: Current

Source: Agency for
Instructional
Television
Box A
Bloomington, Ind. 47401

Cost: Consult Source

OBJECTIVES: 1) Learn to cope with personal feelings while meeting professional responsibilities, and 2) improve ability to conduct human relations training courses.

DESCRIPTION: "The Heart of Teaching" project consists of five 15-minute programs (four dramatizations and a semi-documentary) on the common affective concerns that teachers themselves have identified as their most troublesome. Additionally, there is a special videocasette in which the project's national consultants illustrate preferred ways of handling issues posed in the programs. The Viewer's Guide describes the issues in the programs, promotes self-reflection, and motivates further thought and study. The Discussion Leader's Guide contains planning ideas, background information on the series, discussion questions, and suggestions for leading the discussion. Unlike other professional materials, these programs are not designed to provide specific professional knowledge or skills. Instead, each invites teachers to share with the characters on the screen an emotionally charged experience, reflect upon it, and so get in touch with their own feelings. The programs deal incidentally with various professional topics like grading, classroom techniques, and student discipline. The program titles are: The Parent Crunch (Communication), Eye for Change (Professional Growth), Last Hour Clash (Frustration), Everyone is Something Else (Individual Differences), and A Faculty Feeling (Loneliness).

THE HELPING RELATIONSHIP, PROCESS AND SKILLS

Author: Lawrence M. Brammer Date: 1973

Source: Prentice-Hall, Inc. Cost: Consult Source
Englewood Cliffs, N.J.
06732

OBJECTIVE: Gain skills and competence for helping others.

DESCRIPTION: Text thoroughly examines the process of helping others including structured and unstructured helping, community, peer and cross-age helping; helping by agreement; and self-help groups. Other topics covered are: characteristics of helpers, basic helping skills, helping skills for understanding, helping skills for comfort and crisis utilization, and helping skills for positive action. Also includes three specific helping exercises: 1) learning attending behavior, 2) learning paraphrasing skill, and 3) learning desensitization skills.

18.14

THE LONELY TEACHER

Author: Peter Knoblock and
Arnold P. Goldstein
Date: 1971

Source: Allyn & Bacon
470 Atlantic Ave.
Boston, Mass. 02210
Cost: Consult Source

OBJECTIVES: 1) Identify common fears of teachers, and 2) learn specific strategies to overcome these fears.

DESCRIPTION: Text includes the following topics: The Lonely Teacher: Feelings of Separateness; Teachers in Groups: The Search for Community; A Group Process with Teachers; and Teachers in the Facilitation of Child Change. Exerpts of a group dialogue where teachers are reporting quality of interpersonal relationships with children through small group process are included. The appendix contains a "Teacher-Pupil Relationship Inventory."

18.15

THE TRANSPARENT SELF

Author: Sidney M. Jourard

Date: 1971

Source: Litton Educational
Pub., Inc.
7625 Empire Dr.
Florence, Ken. 41042

Cost: $6.95
Paperback, $4.25

OBJECTIVES: 1) Increase understanding of theories behind self examination and disclosure, and 2) increase helping skills.

DESCRIPTION: This book contains sections on Self-disclosure and Human Existence; Inspiration and Wellness; and A Society Fit for Human Beings. Additionally, the last two sections on The Disclosing Psychotherapist and A Human Way of Being for Nurses contain suggestions as to how to best approach the point of counseling others, and mannerisms of effective helpers.

18.16

WHY AM I AFRAID TO TELL YOU WHO I AM?

Author: John Powell Date: 1969

Source: Argus Communications Cost: $1.95
7440 Natchez Ave.
Niles, Ill. 60648

OBJECTIVES: 1) Gain insights on self-awareness, and personal growth; and 2) increase interpersonal communication skills.

DESCRIPTION: This text is a fast-reading, informal approach which deals with understanding the human condition, growing as a person, interpersonal relationships, dealing with emotions, and methods of ego defense. Also included is a catalogue of games and roles.

COMPETENCY NINETEEN

Demonstrate effective planning, organizational, and management skills.

What's your reaction when you walk by a teacher's or an administrator's desk and see this sign?

"TOMORROW WE'VE JUST GOT TO GET ORGANIZED!"

or this one?

"A CLEAN DESK IS THE SIGN OF AN EMPTY MIND"

Most of us smile -- but should we? As leaders, we know that organization, contrary to what these signs suggest, does not stifle creativity, smother innovation, or create an unproductive atmosphere. What organization does do is get things done. Another thing it does is allow an educator room to think, to plan, and to educate.

Most of the educators the SBTE meets can benefit by improved organizational skills. The SBTE can help these persons raise their skills if one, the SBTE is an example of effective organization at work, and two, the SBTE can recommend resources which will upgrade organizational abilities.

DESCRIPTIONS OF PLANNING TECHNIQUES, ORGANIZATIONAL MODELS, AND BEHAVIOR AND MANAGEMENT STRATEGIES	All items
MATCH ORGANIZATIONAL PATTERNS WITH PERSONNEL	18.3, 19.5, 19.6, 19.9
ANALYZE OPERATION USING MANAGEMENT CRITERIA	19.1, 19.6, 19.8, 19.9
DETAIL ORGANIZATIONAL CHARTS	19.3, 19.9
MATCH MANAGEMENT BEHAVIOR TO PEOPLE, SITUATIONS, AND CONDITIONS	All items

19.1

ED/AD/EX, A SET OF EXERCISES FOR USE IN THE TRAINING OF EDUCATIONAL ADMINISTRATORS

Author: James Fillella and Glenn L. Immegart
Date: Current

Source: Transitional Programs Corp.
54 Main St.
Scottsville, N.Y. 14546
Cost: Consult Source

OBJECTIVE: Relate knowledge from the social and behavioral sciences to the practice of educational administration.

DESCRIPTION: ED/AD/EX is a set of 10 half-day integrated exercises for use in the training of educational administrators. The training program employes a variety of approaches from role playing and case analysis to gaming and simulation drawn from successful training activities. Although the exercises are all to a degree self-instructional, the program was developed with a training director in mind in order to guide work and analysis, and to maximize the practical and conceptual outcomes of training sessions. Underlying all of the exercises is a "group development thread" which enables the participants to analyze behavior in a variety of different kinds of small-group activities. Topics covered through the exercises include: Values in Education; Tasks and Priorities in Education; Likron High School: A Case Study; Job Commitment and Priorities; Change; Leadership; Resource Allocation; Confrontation; Motivation; and Assessment.

Participants in the ED/AD/EX training program have a chance to see where they stand on significant educational issues as well as to examine the basis of both their feelings and their actions. Behavioral and attitudinal data are analyzed individually and collectively as an integral part of the training program. In addition, the exercises are designed to develop newer and more effective administrative skills and strategies.

19.2

GROUP TRAINING TECHNIQUES

Editor: M.L. Berger and P.J. Berger
Date: 1973

Source: NTL/Learning
Resources Corp.
7594 Eads Ave.
La Jolla, Calif. 92037

Cost: $12.00

OBJECTIVE: Deepen group-training expertise.

DESCRIPTION: This volume introduces a variety of the major group-training approaches. Specifically, the managerial grid, T-group training, team development training, in-company management training, and organizational development are analyzed. How particular organizations have used these approaches, recent research dealing with training effectiveness, and guidelines for the implementation of successful group training are included. The glossary lists suggested readings and addresses of selected training centers.

19.3

HANDBOOK OF ORGANIZATION DEVELOPMENT IN SCHOOLS

Author: Richard A. Schmuck, et al
Date: 1972

Source: NTL/Learning Resources Corp.
7594 Eads Ave.
La Jolla, Calif. 92037
Cost: $15.00

OBJECTIVES: 1) Learn to recognize various models of organizational behavior; 2) effectively coordinate management behavior to people, situations and conditions encountered; and 3) gain a repertoire of planned actions for facilitating human responsiveness and adaptability in school systems.

DESCRIPTION: This handbook is concerned with techniques, activities, instruments, and designs that have proved effective in organization development interventions in schools. The volume includes exercises, programs and an excellent annotated bibliography.

19.4

PLANNING EDUCATIONAL PROGRAMS USING SYSTEMATIC PROCEDURES

Author: Carl Spencer, et al

Date: Current

Source: The Board of
Educational Service
Unit #6
P.O. Box 10
Milford, Ne. 68405

Cost: $1.75

OBJECTIVES: 1) Develop questionnaire to improve decision-making skills, 2) identify and discuss methods of incorporating accountability procedures in educational planning, and 3) apply certain of these concepts to a specific educational program.

DESCRIPTION: The module opens with various implications of accountability in education and leads the participants to the final objective of planning an evaluation questionnaire to improve decision-making process. The module focuses on planning as a series of steps. The activities include thought-provoking questions and discussion, some suggested strategies for answering questions such as: case studies, community meeting, advisory council, review by panel of experts, visitations, classroom observation, interviews, inventory of materials and use of facilities, measuring student performance, and cost-benefit analysis.

19.5

THE LABORATORY METHOD OF CHANGING AND LEARNING: THEORY AND APPLICATION

Editor: Kenneth D. Benne, et al
Date: 1975

Source: NTL/Learning Resources Corp.
7594 Eads Ave.
La Jolla, Calif. 92037
Cost: $17.50

OBJECTIVES: 1) Broaden knowledge of current applications in laboratory training, and 2) examine personal feelings regarding the professionalization of human relations training.

DESCRIPTION: This comprehensive handbook samples lab training applications in small groups, classrooms, personal growth labs, and organizational and community development.

19.6

THE PROGRAM EXERCISES FOR MANAGEMENT AND ORGANIZATIONAL DEVELOPMENT

Author: Bernard M. Bass   Date: 1974

Source: Transitional Programs Cost: Consult Source
Corp.
54 Main St.
Scottsville, N.Y. 14546

OBJECTIVES: 1) Stimulate thinking and problem solving in specific key areas through dramatic experiences, 2) provide understanding in clarifying econceptualizations, and 3) improve management ability through simulated experiences.

DESCRIPTION: The program is a collection of fifteen self-administered exercises; each designed to provide managers and management trainees with opportunities for personal growth, team building and organization development. Each exercise is in essence a simulation which requires the participant to respond as he might in real life, and incorporates elements of case study, programmed instruction, and laboratory training.

Each exercise directs learning towards individuals, groups, and organizations. Learning that relates to groups centers on interpersonal relationships, consensual decision making, and observation of group process. At the organizational level, the learning concerns goal seeking behaviors, intergroup relations and organizational strategy.

THE REALITIES OF CLASSROOM MANAGEMENT

Author: Ward Weldon
Date: Current

Source: Instructional Media, Inc.
8141 East 44th St.
Tulsa, Okla. 74145
Cost: $64.95

OBJECTIVE: Increase overall management abilities through better understanding of classroom management.

DESCRIPTION: This audio cassette program examines the importance and ease of goal setting. The need of employing different styles of classroom management throughout the day in different situations is explained and examples are given. Conflict management and management by objective are discussed and demonstrated in detail. This program stresses that students must give effort, must follow rules, and must learn to evaluate their own work. Techniques and examples of how to effect these goals and ideals are provided. Cassette titles are: Realistic Description of Classroom Life; Teacher Expectations, Student Expectations, Teacher Roles; Knowing and Using Names; Classroom Communications Patterns; Arranging Furniture and Classroom Decor; Curriculum Considerations and the Survival Kit; Understanding and Utilizing Challenges to Teacher Authority; Building Community in the Classroom; Enriched Learning Environments; Apprenticeship Styles; Teaching with Style; and Management Practice.

19.8

TRAINING FOR CHANGE AGENTS: A GUIDE TO THE DESIGN OF TRAINING PROGRAMS IN EDUCATION AND OTHER FIELDS

Author: Ronald G. Havelock
and Mary C. Havelock

Date: 1973

Source: NTL/Learning
Resources Corp.
7594 Eads Ave.
La Jolla, Calif. 92037

Cost: $12.50

OBJECTIVES: 1) Examine a variety of planning techniques, 2) examine various management strategies.

DESCRIPTION: This volume can serve as a reference source for trainees, training program developers, and change agents. It contains ideas, suggestions, frameworks, principals, and strategies applicable to a wide range of change-agent roles and programs. Discussed in detail are the theory, goals, and structure essential to program design as well as suggestions for implementing training program models in particular situations. To illustrate a fully-developed design, the change agent in state education agencies is treated as a case study.

19.9

UPGRADING THE MANAGEMENT OF TECHNICAL AND PROFESSIONAL PERSONNEL

Author: Lee E. Danielson　　Date: Current

Source: Development Digest　　Cost: $9.95
P.O. Box 49938　　#N205
Los Angeles, Calif. 90049

OBJECTIVES: 1) Update information on management techniques, 2) understand concepts inherent in organization development, and 3) identify key elements in a mangement development program.

DESCRIPTION: This audio cassette program discusses what is new in the development of managers of technical and professional people. It also outlines the trends for professionals in organizations today at both top management and operative levels. The trend is away from individual development toward organizational development. Clearly defines OD and a number of its basic tenets, including effective management teams, confrontations, selection of managers, and data feedback. Discusses key elements in a management development program, including ways to increase self-awareness and to help managers understand what management is. Also discusses ways other than training programs which will improve performance.

COMPETENCY TWENTY

Facilitate research studies on teaching and learning.

> "Conduct research with my class? Oh no, that's the university's job; it doesn't have any relevance for my classroom. And besides, we simply have to finish this unit by next Thursday."

Realistically, this is the remark the SBTE will most often encounter when broaching the subject of research in the schools. The SBTE will have to overcome a traditional aversion to research in order to convince the cooperating educator of the importance research studies and results have to learning. The following resources should help the SBTE lead the teacher toward an acceptance of designing and benefiting from simple research studies which can improve the quality of learning and to an awareness of how research findings can enhance the learning process. The SBTE has an open invitation to bring into the area of practicality the isloated field of "research."

IDENTIFY PERTINENT PROBLEM-SOLVING RESEARCH STUDIES	20.1, 20.2, 20.4, 20.6, 20.7, 20.8, 20.9, 20.10, 20.11
DESIGNATE PURPOSES OF RESEARCH	20.1, 20.2, 20.3, 20.4, 20.4, 20.5, 20.6, 20.7, 20.8, 20.9, 20.10
DESIGN AND IMPLEMENT RESEARCH STUDIES	20.1, 20.2, 20.3, 20.5, 20.6, 20.7, 20.8, 20.12
SECURE EFFECTIVE HUMAN AND FINANCIAL RESEARCH SUPPORT	20.2, 20.4, 20.5, 20.6, 20.8, 20.12
COMMUNICATE IMPACT OF STUDY AND DISTRIBUTE RESULTS	20.2, 20.6, 20.7, 20.8, 20.12

ACTION RESEARCH FOR IMPROVING INSTRUCTION

Author: Tom Hill, et al Date: Current

Source: Video Inservice Program Cost: $1.50
P.O. Box 10
Milford, Ne. 68405

OBJECTIVES: 1) Apply concepts of action research to investigate an instructional practice, and 2) use research results to improve current instructional methods.

DESCRIPTION: This 12-page learning package encompases an action research model. Each lesson develops one level of the model: 1) Identification of Concern; 2) Formulating a Hypothesis, 3) Design for Implementing the Desirable Practice, 4) Plan for Collecting Data, and 5) Evaluating Results and Forming Conclusions. Each lesson contains narrative study material and exercises.

20.2

A GUIDE TO EDUCATIONAL RESEARCH

Author: David R. Cook Date: 1973

Source: Allyn and Bacon, Inc. Cost: $6.95
150 Tremont St.
Boston, Mass. 02210

OBJECTIVES: 1) Utilize research methods, 2) read and analyze experimental research, and 3) research a problem of interest.

DESCRIPTION: This book is primarily intended for beginning graduate students in research methods, but will be useful to all educational personnel who want to renew their understanding of research. As each fundamental concept of research is discussed, actual research studies are printed to synthesize the concept for the reader, an approach which is particularly meaningful in developing the skill of reading and analyzing experimental research. Suggested readings related to the chapter topic are listed at the end of each chapter.

A MEASURE OF ATTAINMENT - EVALUATION TECHNIQUES, THE MANAGEMENT CURRICULUM DESIGN PROJECT

Author: Unknown	Date: Current
Source: Office of Marketing and Dissemination Northwest Regional Educational Laboratory 710 S.W. Second Ave. Portland, Ore. 97204	Cost: $2.00

OBJECTIVE: Increase ability to execute an evaluation design for elementary level.

DESCRIPTION: This 55-page booklet provides a summary, including specific techniques and strategies, of the evaluation design used by an elementary school staff. Three areas are covered: project management, curriculum development and implementation, and instructional outcomes.

A TEACHER'S GUIDE TO PERFORMANCE CONTRACTING

Author: Judith Seltz | Date: 1971

Source: "Grade Teacher"
7250 Westfield Ave.
Pennsau Ken, N.J. 08110

Cost: Consult Source for Reprints
April 1971, p. 32

OBJECTIVES: 1) Become familiar with some of the terms used in educational research, 2) become more familiar with certain types of research which is having an impact on the field of teaching, 3) increase acceptance of the concept of "teacher accountability" and its ramifications on education, and 4) understand the educational uses of research.

DESCRIPTION: This short article defines many of the terms being used in current educational research, such as "accountability," "performance contract," "internal accountability," etc. In addition, the article notes some specific experiments being done concerning the concept of accountability in the teaching profession, and gives background as to why this concept is active, what some of the reactions to it are, how a classroom teacher's role may change in connection with accountability, and how accountability can be of advantage to the teacher, to the community, and to students. In addition to widening the participant's knowledge of trends in educational research, the article shows how a need in education results in an established piece of research, and how the results of that research are fed back into the educational process, used, evaluated, and revised.

FRAMEWORKS FOR OBSERVING TEACHING

Author:	Ronald T. Hyman	Date:	1968
Source:	"Journal of Secondary Education" 1705 Murchison Dr. Burlingaine, Calif. 94010	Cost:	Consult Source for Reprints Vol. 43, No. 7 November, 1968 pp. 313-319

OBJECTIVES: 1) Gain a better understanding of how observation of teaching methods and/or teachers can vary according to framework used, 2) gain better perception of variety of ways teachers can examine their own teaching performance, 3) increase ability to assist ongoing research taking place in classroom situations.

DESCRIPTION: This article discusses the value of selecting an appropriate "frame" or emphasis when observing a teacher for the purpose of evaluation or of securing research data. Sample frameworks are: "Communication," "aesthetics," i.e., rhythm, balance, harmony; and "psychological" i.e., interpersonal relations between teacher and pupil. The idea of using a particular framework for observation purposes is clearly explained and the examples given are helpful ones. A teacher or SBTE would gain by trying out several of the suggested frameworks and evaluating his or her particular results after this focused type of observation.

20.6

IMPROVING INSTRUCTION THROUGH CLASSROOM RESEARCH

Authors: Herbert J. Prehm and Reuben Altman
Date: 1976

Source: Love Publishing Co.
1777 S. Bellaire
Denver, Colo. 80222
Cost: $3.95

OBJECTIVES: 1) Learn to evaluate research reports, and 2) conduct in-class research projects.

DESCRIPTION: As stated in the preface, the purpose of this textbook is to provide the classroom teacher "with the minimum information essential for evaluating research reports and for conducting simple research projects" within one's own classroom.

20.7

PLANNING AND ORGANIZING FOR TEACHING

Author: Unknown

Date: Current

Source: National Education
Agency
Center for Study of
Instruction
1201 16th St. N.W.
Washington, D.C. 20036

Cost: Consult Source

OBJECTIVES: 1) Gain knowledge of current educational trends, 2) increase ability to use available research findings to improve job performance, 3) gain an overview of how educational research and the participant's professional climate are interrelated, and 4) increase ability to participate in research projects.

DESCRIPTION: This filmstrip-tape is a dialogue between Howard K. Smith and Mr. Ole San, past Director of the NEA Center for Study of Instruction. The topic of the dialogue is organization. Recommendations are made as to how educators can better organize the curriculum, the classroom/school environment, materials, technology and space within the classroom, as well as results of research, experimentation and innovation, so as to better serve the individual needs of the school's population. This commercially-produced filmstrip/tape packs much information into a 30-minute time span. The dialogue has a rather "rehearsed" atmosphere, but Mr. San's remarks contain a wealth of valuable recommendations which should be useful to educators seeking better theoretical understanding, practical assistance in individualizing curriculum or classroom, and/or planning aids for incorporating research or innovation into an educational system.

20.8

RESEARCH FOR THE PRACTITIONER IN EDUCATION

Author: Fred P. Barnes
Date: 1964

Source: Department of
Elementary School
Principals
National Education
Association
1201 16th St. N.W.
Washington, D.C. 20036

Cost: $4.00

OBJECTIVES: 1) Develop and implement research studies in the schools, and 2) evaluate research in the schools.

DESCRIPTION: This book was written for administrators and teachers on-the-job in American schools. The ideas in this book will help the practitioner to systematically test innovations already implemented in the educational process. Chapter titles include: The Search for Knowledge, The Research Process, Problems and Hypotheses, Populations and Samples, Variables and Probability, Designs and Decisions, Analyses and Statistics, Statistical Tests, Reporting Results, and Staff Training and Follow-up. An extensive listing of research literature is also included. The book is written in a precise manner.

20.9

RESEARCH IN EDUCATION

Author: John W. Best   Date: 1970

Source: Prentice-Hall, Inc.   Cost: Consult Source
Englewood Cliffs, N.J.
06732

OBJECTIVES: 1) Increase understanding of the nature of educational research, 2) develop knowledge of the types of educational research, 3) learn terms necessary to understand basic educational research reports, 4) comprehend methods by which educators utilize available federal research sources and information, and 5) increase awareness of major research studies and their effect on the field of education.

DESCRIPTION: This textbook, which serves as an introduction to the field of research for the graduate student, contains a chapter entitled, "Federal Support of Educational Research." This particular chapter gives information on Research and Development Centers in the U.S., including what area of research each center emphasizes, where regional educational laboratories are located, addresses of Educational Resources Information Centers, and how to prepare a research proposal. The other chapters act as a simplified manual of educational research procedures.

20.10

SPEAKING OF CHANGE

Author: John I. Goodlad Date: Current

Source: Educational Resource Cost: $44.50
Associates, Inc.
10734 National Place
Los Angeles, Calif. 09934

OBJECTIVES: 1) Identify problem-solving research studies, 2) understand purposes of research, and 3) comprehend impact of research results on personal teaching experiences.

DESCRIPTION: This five-cassette album is a mini-course in educational change. It traces current trends and developments in education, suggests possible directions for change, and provides guidelines for follow-up study. Each cassette is about thirty minutes long and is accompanied by a written summary of the talk, discussion starters, and suggestions for additional reading. Cassette titles are: The Resistance of Schools to Change, Models for Change, The Challenge of the Seventies, The Struggle for Power in the Schools, and The School I'd Like to Have. The talks, recorded live before audiences of teachers and principals, are informal, thought-provoking, and challenging. They cover a wide range of educational issues, from nongrading to classroom structure to the future of public schooling.

20.11

TEACHERS ON INDIVIDUALIZATION: THE WAY WE DO IT

Author: David A. Shiman, et al Date: 1974

Source: McGraw-Hill Inc. Cost: Consult Source
Text-Film Division
330 West 42nd St.
New York, N.Y. 10036

OBJECTIVES: Better understand the porcess of individualization through experiences of group of cooperating schools.

DESCRIPTION: This book is an outgrowth of a research project of the Kettering Foundation. As part of the research on individualized instruction, a league of 18 schools in California was formed. The schools in the league participated in the design and testing of a new strategy for educational improvement--individualized instruction. This book reports the experiences of teachers who used the resources of the League in improving their individualization of teaching and learning. Chapter topics include: Notes to a New Teacher, Personalized Learning, Individualized Reading for Primary Children, Individualizing for Slow Readers, Life in a Resource Room, Classroom Interest Centers, Five Years of Individualization, Working Together, and Teaming for Individualization.

20.12

VIMCET FILMSTRIP-TAPE PROGRAM

Author: Vimcet Associates Date: 1970

Source: Vimcet Associates Cost: $18.00
P.O. Box 24714
Los Angeles, Calif. 90024

OBJECTIVE: Increase understanding of instructional design and research skills.

DESCRIPTION: This is a series of eighteen, 30-minute filmstrip-tape programs which is concerned with instructional design and planning. Included in the series are the following titles: Educational Objectives; Systematic Instructional Decision-Making; Selecting Appropriate Educational Objectives; Establishing Performance Standards; Appropriate Practice; Perceived Purpose (Motivation); Evaluation; A Curriculum Rationale (Tyler Model); Defining Content for Objectives; Affective Objectives; Analyzing Learner Outcomes; Knowledge of Results; Teaching Units and Lesson Plans; Teaching of Reading; Discipline in a Classroom; Modern Measurement Methods; Instructional Supervision: a Criterion-Referenced Strategy; and Experimental Design for School Research. The programs are sequential, but can be combined into sets for different purposes. The utilization guide suggests possible sequences.